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ABSTRACT

American Indian teenagers have high rates of suicide, school dropout, alcoholism, and drug usage. Even students who are doing well need to explore new experiences and to develop new skills that challenge them to reach for higher goals and help them cope with today's pressures. This guide is intended to assist counselors and teachers design preventive group counseling programs by presenting basic tenets of counseling and specific student activities. Chapter 1 describes a holistic counseling approach that focuses on all emotional, social, mental, and physical factors which contribute to growth and development of the whole person. Chapter 2 discusses developing confidence in students and suggests activities relating to feelings/values/attitudes, families and friends, and decision making. Chapter 3 contains material intended to train teachers/counselors and parents/guardians in the systematic use of behavior modification to bring about improved behavior patterns and self-discipline in Indian children. Chapter 4 addresses the problem of substance abuse, while Chapter 5 presents a primary prevention approach to substance abuse which assists students in developing healthy personality traits, personal/career goals, coping skills, and alternative leisure time activities. Chapter 6 identifies crisis situations and crisis intervention techniques. (NEC)

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BRIDGING THE CHALLENGING YEARS:

TIPS FOR WORKING WITH AMERICAN INDIAN TEENAGERS

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INTRODUCTION

Many Indian students face serious problems that can become disruptive forces in their lives. American Indian teenagers have high rates of suicide, school dropout, alcoholism, and drug usage. Even students who are doing well need to explore new experiences and to develop new skills that challenge them to reach for higher goals and help them cope with today's pressures.

McClellan Hall, founder of the Indian Youth Leadership Program to help students meet today's challenges, lists many stressful factors which are affecting today's Indian youth, including:

- rapid and profound changes in society;
- the conservative nature of Indian communities, which can inhibit adaptation and ability to respond to problems;
- traditional roles once accessible to youth in the tribal context are often no longer available;
- child-rearing/parenting skills are often not transmitted to contemporary Indian youth due to single parent families, divorce, boarding schools, etc.;
- general breakdown in the immediate and extended family as the primary role-modeling unit;
- migration to the cities by over 50% of the national Indian population;
- high rate of alcohol/substance abuse by Indian people;
- breakdown of traditional spiritual foundations of Indian cultures; and
- change in disease patterns among Indian people from communicable diseases to behavior-related diseases.

All of these factors contribute to putting Indian students at high risk and in need of assistance especially through the teenage years. These factors should also be considered when planning counseling activities for Indian youth.

Most counselors, when dealing with Indian students' problems, become involved only in specific student crisis situations. While these efforts have been helpful in addressing individual student problems and identifying students at risk for specific problems, the counseling activities have been reactive in nature and focus only on the troubled student. Few schools stress preventive counseling activities as a daily part of the curriculum either during or after school. This guide is designed for counselors and teachers who want to design a counseling program which will work to prevent student crises and will include all students. This guide also strives to provide some basic tenets of counseling.

A group preventive approach to counseling will help schools reach more students. Many Indian communities are small, and students, therefore, tend to have one peer group. If students receive group counseling together, the chances of it working for them are better because the students can then encourage and support one another with the information they have received. A preventive approach to counseling will not eliminate the need for individual counseling. It will, however, help to lessen the need for it and can also make individual counseling more successful because some coping information will have already been provided to students through group sessions.

The information and activities provided herein are not limited to American Indian students. Teenagers, in general, have basic needs and behaviors which can be improved by the counseling procedures indicated in this work. The emphasis here is on activities which are, however, more specific to American Indian youth, who respond better in group than individual settings. Nevertheless, because Indian cultures vary considerably, some of the activities may be more appropriate for some Indian students than for others.

CHAPTER 1

HOLISTIC COUNSELING

Holistic counseling is defined as a counseling approach that focuses on all emotional, social, mental, and physical factors which contribute to growth and development of the whole person. The approach is centered on student needs and can be used to work with both individual students or groups of students. The chart on page 4 illustrates the interrelationship between needs and the resultant behaviors when those needs are met or unmet.

The holistic approach will help troubled students gain new skills that will aid in changing behavior while also assisting the well-rounded students who need to be challenged to learn and expect more of themselves. Recognizing that parents play an important role in the growth and development of Indian students, the holistic approach also encourages parent involvement. Finally, holistic counseling offers the counselor an opportunity to provide Indian students with counseling activities that are simultaneously educational, problem solving, and preventive in nature.

Psychologists have long maintained that an individual's ability to find a place in society and to lead a satisfying, rich life is dependent upon the fulfillment of basic social and emotional needs. Some of these are:

(1) Recognition: This may come from parents, peers, school staff, and/or other adults. The knowledge that others accept and approve your work, or what you have done, contributes to self-esteem.

(2) Affection: The feeling that others care, the camaraderie of peers, and the little things that reveal a warmth of feeling, contribute to fulfilling the basic need for affection. Knowledge that others support your endeavors is a consoling and sustaining force.

(3) Power: Power is not regarded as dominance over others but is considered to be the ability to master new things and to achieve success in undertakings. Every child should have the ability to do some things well and to also accept his inabilities.

(4) Achievement: The challenge of new experiences provides a healthy outlet for adventure, achievement, and exploration. Energy channeled into productive activities that are interesting and within the student's ability for success contribute to the acquisition of hobbies, leisure time pursuits, and personal satisfaction.

A HOLISTIC MODEL OF STUDENT DEVELOPMENT

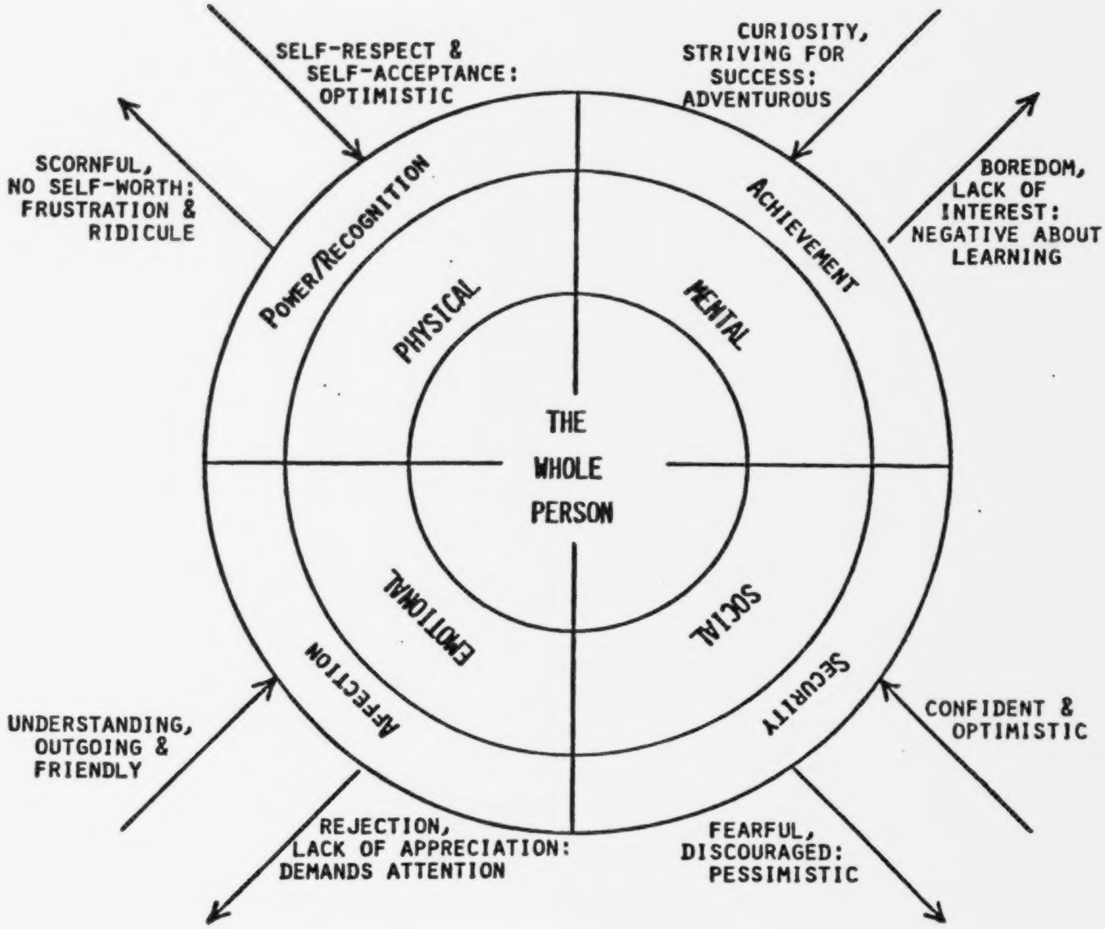
SELF-RESPECT & SELF-ACCEPTANCE: OPTIMISTIC
CURIOSITY, STRIVING FOR SUCCESS: ADVENTUROUS
SCORNFUL, NO SELF-WORTH: FRUSTRATION & RIDICULE
BOREDOM, LACK OF INTEREST: NEGATIVE ABOUT LEARNING
POWER/RECOGNITION
ACHIEVEMENT
PHYSICAL
MENTAL
THE WHOLE PERSON
EMOTIONAL
SOCIAL
AFFECTION
SECURITY
UNDERSTANDING, OUTGOING & FRIENDLY
CONFIDENT & OPTIMISTIC
REJECTION, LACK OF APPRECIATION: DEMANDS ATTENTION
FEARFUL, DISCOURAGED: PESSIMISTIC

Chart illustrates development of the whole person. Arrows pointing toward the core indicate results of needs being met. Arrows pointing away indicate results when needs are not met.

(5) Security: In the home environment, love and acceptance from the student's family provide a haven of protection and security. In order to feel secure, each individual must have confidence that he belongs somewhere to something, and is accepted by a group.

Since the development of the personality is, in large part, contingent upon the meeting of these basic needs, it is important that counselors try to create situations and provide activities that will assist in bringing about their fulfillment. The maturation of the whole person results from physical growth, social skills acquisition, and emotional and mental development. To fully understand and assist Indian students, it is essential that school staff and parents understand these areas of development for students at different ages. Counselors, teachers and parents must understand that students do different things from one another, react differently, and have different abilities. Counselors must be able to recognize the slow developer vs. the fast learner and better understand how to use counseling activities effectively with both individual and group settings. The implications of understanding a student's progress, and thus planning appropriate activities cannot be stressed enough; that is the key to working successfully with Indian students.

The following section on growth and development characteristics and their implications will provide counselors, teachers, and parents with some guidelines about what can be expected of students in their teenage years.

THE PRE-ADOLESCENT STUDENT (11 - 13 YEARS OLD)

Physical Characteristics	Implications
Rapid period of growth marks the beginning of puberty	Child often awkward, needs assurance that this is normal
Needs 8 to 9 hours of sleep	Watch for overtiredness and fatigue
Enormous appetite	Help child understand the importance of a balanced diet and the danger of overeating
Heart not developing as fast as the rest of the body	Added strain on the heart through overexertion should be avoided Exercise is beneficial to the strengthening of the heart if done wisely

Laziness, restlessness, and fatigue may occur while the less mature still have a high energy rate	Accept the periods of inertia and plan for periods of quiet activity that are not physically demanding; reach a balance between the two
Wide range of differences in the rate of maturation becomes very obvious	Accept physical differences as normal Activities should be planned to meet abilities of all children Children need counseling on normalcy of problems, assurances of acceptance, etc.

Socio-Emotional Characteristics	Implications
Seeks acceptance by peers	Provide opportunities for group choices where opinions, interests, and groupings indicate acceptance
Opinions of peers are more prized than those of adults	Help guide the group into its own decisions based on acceptable values that also meet school standards Gangs and group interests continue—stronger with boys than with girls Try to unite all groups toward a common goal Plan activities that will need representatives from all groups Provide activities that enable group planning and interaction
Interested in team games, outdoor activities, hobbies, collections, etc.	Provide a variety of activities to challenge the child
Begins to show more interest in opposite sex	Wholesome activities of a co-ed nature should be planned to provide an outlet for interest in opposite sex Interest often shown by much teasing and antagonism between boys and girls; accept this as natural and help the two groups better understand each other

	Use enough team games or competitive activities to satisfy the child's interest but keep a balance of these with non-competitive activities in the project
May become moody, overcritical, stubborn, uncooperative	Understand that such behavior is normal for a child of this age, and accept it Through program planning, try to involve the student in ways that will enable him to be positive, happy, and more constructive
Likes adults who do not nag, scold, or talk down to him	Accept the individual as a young adult and meet him on his own level during conversation, planning, and the execution of activities

Mental Characteristics	Implications
Student recognizes his own abilities and capabilities	Help child accept his limitations and weaknesses Try to provide activities that will develop the strength or unusual abilities of each student Use praise and commendation to bolster the child's morale when he is doing well
Begins to show ability in special interest areas in which he is successful	Provide a broad project to interest children in at least one area of activity Utilize special events to promote the varied abilities and interests of all students Be tolerant of the student who has special talents in a project area in which others are not interested; encourage him to pursue this interest if possible

THE ADOLESCENT STUDENT (9 THROUGH TEEN YEARS)

Physical Characteristics	Implications
Irregular energy level continues	Rest needs to be consistent Plan a balance of highly active and inactive activities
Heart is still increasing in size at the beginning of this period	Continue to avoid overfatigue For very vigorous activities, be sure the child has had a period of conditioning exercises for several weeks
Acne may be a problem	Help child understand the importance of diet, cleanliness, and rest Accept the problem as a normal one for youngsters this age Refer the child to medical professional if problem persists
Appetite large with a craving for sweets and in-between snacks	Ask the nurse or volunteer physician to discuss diet for the individual student or the group

Socio-Emotional Characteristics	Implications
Moods change frequently from defiant and rebellious to cooperative and responsible	Accept changes in mood as normal Utilize peers to help child overcome defiant and rebellious moods Plan activities that will promote cooperation and responsibility
Extreme loyalty to own group	Provide for group planning and activities that will give different groups recognition and attention in a wholesome way
Fears lack of popularity, not conforming to peer group, ridicule and rejection	Create situations and foster norms in which ridicule is not tolerated; help the group to

	understand why it is not tolerated Stress the importance of being an individual and why it is essential Emphasize that individuals have certain abilities and characteristics that please some and not others; being one's self in the pursuit of standards and values is more important than changing because of ridicule or criticism from a few people
A teacher or staff member is often more influential than parents	Help the adolescent feel that he does belong to a family group Staff must accept the responsibility of being an influence on student and, thus, exert a wholesome influence
Desires responsibility but is unstable in judgment	Group discussions and evaluation sessions are important in the development of good leadership skills Student needs individual guidance in the assumption of responsibility and the development of good judgment
	Provide many experiences for the group in which judgment and responsibility are vital factors in the success of the activities
Assertion of independence from family is a step toward adulthood but student often returns for moral support	Accept this pattern of behavior as normal for this age Provide student with the support he looks for from parents When the child returns for moral support or reassurance, give it without criticism or rejection
Preoccupation with acceptance, especially by the opposite sex	Learn to guide in an indirect and casual way that is still forceful but not domineering

	Continue to commend and praise whenever possible Provide activities in which peers can show recognition, praise, approval, and acceptance
Trying to "find himself" is reflected by a search for ideals, standards, and values	Stress the importance of being one's self Accept only behavior that represents acceptable standards in the community Give recognition through appropriate activities that demonstrate high ideals, etc. Recognize that every youth is striving to find himself; work with the student from that point rather than expecting him to measure up to a predetermined standard for which he is not ready
Acts as though he knows it all but is often very unsure	Accept this as normal for insecure children

Mental Characteristics	Implications
Wishes opportunities to pursue his own interests, hobbies, or to develop his own skills	Children with special interests should be provided challenging activities which stimulate further knowledge and skills in a specific activity
Interested in learning about and selecting a vocation	Provide special interest activities that may contribute to selection of a vocation, i.e., art, music, craft work, writing, education
Desires to make own decisions	Reasoning power is well developed; Child should make his own decisions pertinent to activities, projects, and group work

PLANNING HOLISTIC COUNSELING ACTIVITIES

Activities can and should be planned with students, not just for them. A student who has been part of the planning process will more thoroughly appreciate the activities and, concurrently, will develop better skills. Furthermore, an alert counselor seeks out school/community people and organizations which have abilities, financial resources, or facilities that can make unique contributions to the counseling activities.

Planning Considerations

(1) The activities should be planned around the interests of the individual students in the project.

(2) Planning around students' interests should enable them to participate fully in the counseling activities, including some administrative functions such as assisting with the fundraising, planning for adventure or Outward Bound related activities, and peer counseling.

(3) The component should be developed cooperatively by staff, parents, and students.

(4) The component should be flexible enough to permit changes that would meet the interests of a special group of students, if conditions warranted—for example, a change in discussion group topics to address a crisis, such as suicide.

(5) Education in social relations is derived from having group experiences which contribute to the best emotional and social development of each member of the group.

(6) Activities focused on the individual contribute to the student's development of coping and decision- making skills, as well as development of skills that foster a healthy use of leisure time or time alone.

(7) Parents/student, adult/child activities should foster the development of support, understanding, and growth in parent/student, adult/child relationships.

Counseling activities should be inspirational, entertaining, and educational, as well as, physically, emotionally, mentally, and socially challenging. If the maximum contribution is to be made to student growth, staff must provide exposure to all forms of activities appropriate to the students' stages of growth. Some students need to develop skills through play; others need the seriousness of a discussion group, while still others need to learn the resourcefulness that comes from physical activity, adventures, or dramatics. Students deserve the opportunity to enjoy themselves while developing skills that will contribute to growth of the whole person.

PROCESSING

The successful use of the activities contained in this guide is in large part dependent on the group leader's ability to facilitate group discussion immediately following the activity or presentation. The discussion has to enable the students to "process" what they experienced during the activity. "Processing" is essential to making a seemingly simplistic activity or a hokey game into a confidence building experience. "Processing" requires the group leader to ask the students a series of questions about the activity which just took place. The following guidelines should help the group leader facilitate student processing discussions:

(1) Students should be comfortable and seated where everyone can see one another.

(2) In opening the discussion, the group leader should emphasize that all students should participate.

(3) The discussion should be guided so everyone is able to analyze his experience and generalize how that experience could apply to another analogous situation.

(4) Start with simple questions and progress to more complex ones as follows:

- questions that can be answered with one or two words,
- questions involving personal feelings,
- questions about individual experiences of students, and
- requests for different opinions.

(5) The group leader should ensure that the discussion occurs among the students of the group, not just between the students and the leader (which can easily happen before you even realize it).

(6) The group leader's opinions should not dominate the discussion. Rather, the leader should encourage all members to express their opinions.

(7) The group leader should periodically summarize the discussion in order to clarify what has been expressed by the group. At the end of the discussion, he should make a final summary that reflects the group's opinions.

(8) Attention should be called to unanswered questions and plans to address them in another session should be made, if necessary.

(9) Each discussion should be limited to 30 minutes to an hour.

WARM-UP ACTIVITIES

You may initially find some of your students reluctant to participate in the activity you have planned. They may feel shy, reluctant to be so visible to their peers and intimidated by the idea of sometimes having to be the focus of attention. This is natural; so do not feel that the activities will not work for your students or that you are doing the activities incorrectly.

It is important to provide time, especially in the beginning, for your students to discuss their feelings about even participating in the activity and get to know each other. This warm-up time will also give the group leader an opportunity to express his expectations of the student (e.g., 100% participation) and to find out about the skills, talents, and interests of individual students. Remember that although students may attend the same school, they may not be acquainted or even know each other's names.

One or more of the following warm-up activities (or other ones you prefer) can be used to begin each daily session; as a group, they would also serve as a good introductory session. Remember, once you can get students laughing at themselves and with each other they will be more likely to participate, trust each other, and accept the different opinions shared during the more serious activities.

After you have tried several warm-up activities, you will be able to better judge which ones work best for your students and which ones might work best as a lead-in to a specific session.

WARM-UP ACTIVITY #1

PEOPLE TO PEOPLE

Materials: None

Purpose: To develop an atmosphere of acceptance and comfort; to experience just plain fun and a chance to get to know other people.

Directions: Have students stand in a circle; pair them off. Select one student to be the leader and have him stand in the middle. The leader starts clapping or snapping his fingers and chanting "people to people" and the group joins in on the chanting. After everyone has begun to chant, the leader substitutes the name of a body part for the word "people" in the chant, keeping the same rhythm. He might say "back to back," and as students repeat the chant, their bodies follow the instructions and partners try whatever imaginative position the leader suggests. If he says hip to hip, they bump hips; knee to knee they turn and face each other and touch knees. They continue matching body parts until the leader shouts "people to people!" That's the signal for everyone to scramble to find a new partner. The leader gets lost in the shuffle and finds a new partner. The person left without a partner becomes the new leader.

Note: This activity can be used to begin any of your activity sessions.

(Adapted from Fluegelman, A. (Ed.) (1976) *The New Games Book.* Garden City, NY: Doubleday.)

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WARM-UP ACTIVITY #2

STAND UP

Materials: None

Purpose: To develop an atmosphere of acceptance and trust. A fun way to get to know new people, get reacquainted with people you know, or learn new things about old friends. This activity can result in a sense of accomplishment based on a cooperative activity. A series of successes can be a powerful instrument for building self-esteem and confidence.

Directions: Begin by having students pair off counting by twos. Then, each couple sits on the ground, back to back, knees bent and elbows linked. Instruct students to try to stand up. With cooperation and practice, this should not be too hard. After the first couple has been successful, have them join another couple and repeat the process with four people; as they succeed, continue to increase the size of the group to find the largest number that can stand up together.

Note: This is a great warm up activity for beginning any session. It is also an activity which can go on and on depending on how committed your students are to getting the whole group standing.

(Adapted from Fluegelman, A. (Ed.) (1976) The New Games Book. Garden City, NY: Doubleday.)

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WARM-UP ACTIVITY #3

INFORMATION PLEASE

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Materials: bean bag, nerf ball, beach ball

Purpose: For students to share background information with one another, and for the leader to be able to develop an atmosphere of acceptance, comfort, and trust.

Directions: Have students sit or stand in a circle. Group leader says "I was born in [name of city, state or reservation]; where were your born?" The group leader looks directly at the student and throws the ball or bean bag to that person. The second person repeats "I was born in ...", filling in with the name of the appropriate place, and then says, "Where were you born?" and throws the ball to a third person. Continue the activity until each student has received and passed the ball. Then go on to more personal questions (see list below). Allow 10 to 15 minutes for each question when working with a group of 10 to 15 students.

If you are using this activity as your only activity for the day, the questions that you use should revolve around one central theme or topic. Examples are you and your family; how to identify and change bad habits; goals; how to make your goals a reality; talking positively to yourself. At the end of the activity the leader should summarize the information students have shared and bring the activity to a positive closure.

Other sample questions, which can generate good information exchange:

- I say I can become a rock superstar because ...; what do you say you can become?
- I'm a terrific ballplayer; what are you good at?
- When I'm not good at something I get better by ...; how about you?

Note: The ball helps the group concentrate on the speaker. Receiving and holding the ball is a gentle press for participation. This activity is designed to include everyone in the group. Leaders should consider one word answers as adequate.

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HOLISTIC COUNSELING ACTIVITIES

(1) Discussion Groups

The discussion group itself is a useful counseling activity which allows the counselor to get to know his students. It also provides a format in which the counselor can work with a number of students at one time. Students in the group learn to express feelings, explore ideas, and develop listening skills. Discussion groups can be a regularly scheduled counseling activity to offer ongoing support for students. Group discussions can be used in the classroom or after an informational presentation where students may need to address values or their personal reactions to issues raised by the presentation. The preceding guidelines for discussions (Processing p. 12) should help the counselor in forming and leading the group.

The topic or problem to be examined should be clearly stated so everyone understands why he is there and the purpose of the discussion. Some suggested topics are:

- Substance Abuse
- Teen Suicide

- Parent/Child Relationships
- The Learning Tree
- Teenage Sexuality (from a traditional and/or contemporary Indian perspective)
- Career Choices

(2) Role-Playing

In role-playing students take on the persona of someone else; this gives them license to experience ways of behaving or feeling which are different from their own; for instance, through role-playing they can see how it feels to be the student who says "no" to drugs or to be the teacher in a classroom of disinterested students. Working in pairs or small groups, students can also take on roles to explore relationships and, most importantly, attitudes. Role-playing is rather free in form with no clearly defined beginning, middle, or end and no specific problem to be solved.

(3) Inspirational Activities

To develop the well-rounded student, it is important that students participate in activities which emphasize the higher values of life and foster an appreciation for the things about them. Too often, spiritual growth is associated only with religious training—in fact, to such an extent that counselors shy away from activities of this nature for fear of censure from parents, schools, and community members. The following activity is an example of an inspirational activity.

****

Listening With Your Heart

****

Offer a time when all students can come together to meditate and appreciate the things about or around them. (The best time is usually in the late afternoon or early evening.) The setting should be a spot that will be inspirational and conducive to quiet thought and meditation. It may be a high bluff overlooking the seashore, in the sand dunes, by a lake, or a secluded wooded retreat. Themes for meditation can be such things as nature, friendship, happiness, service, and/or other appropriate topics.

Suggested Outline for Nature Listening:

(1) "Processional" (to drum, Indian songs, or recordings)
(2) Words of Introduction
(3) Songs/playing of musical instrument
(4) Poems (pertinent to the theme, written by students, if possible)
(5) Message by counselors or students
(6) Song(s) - traditional or contemporary
(7) Closing thoughts by student representatives
(8) "Recessional" to any tribal "quitting" song (live or recorded)

Other inspirational activities can be found in such materials as those of the Four Worlds Development Project, University of Lethbridge, Canada. See especially The Sacred Tree. (ERIC Document Reproduction Service No. ED 266 890)

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(4) Adventure Programs

Most adventure programs throughout the United States can be traced back to Outward Bound schools. Such adventures can range from activities of a half day to a month-long expedition. Adventure activities, whether in a country or urban setting, are designed around many of the same things:

(1) Unfamiliar Settings - no "home court" advantage
(2) Apprehension - challenges and goals
(3) Stress - a key ingredient, overcome by positive space
(4) Challenge - the impossible becomes possible
(5) Discovery - discovery through experience
(6) Beauty - an appreciation of what is around you
(7) Physical and Mental Fitness - feeling tired but good about yourself

These activities are exciting, build positive self-concept, accomplish complete concentration, develop decisionmaking skills and encourage group participation and cooperation. Also, many adventure activities can stimulate specific education pursuits.

In the language arts, an adventure may inspire a poem, a narrative, a short story, or lead to development of a log or journal. It becomes easier to write when you have been involved in a meaningful experience. In other creative areas, such as art, dance, and graphics, we again see this spark, an overtone, a reflection of feelings coming from the adventure that went "a step beyond."

Some activities can be adapted to nearby open areas, parks, or even the inner city. Besides adapting certain activities to the inner city--and this can be done with surprising success--the city provides a whole new source of adventure resources. Here students can explore a large cross-section of people, their ideas, their structure, their occupations, and personalities. Traveling by public transportation, hiking, and even sitting can create a whole new concept about the city.

(5) Face-to-face interviews

Face-to-face interviews are the most common city adventures. Students talk to people of different ethnicities and nationalities, social and economic backgrounds, and many different ages. Confronting a stranger can often be as intense as the personal confrontation with oneself just before a 60 foot rappel. The confrontation with a stranger can occur when going into a new neighborhood to research a historical fact, to ask for directions, or just to get that stranger's feelings on a pertinent environmental question.

Face-to-Face Interview Directions

(1) Map out interview territories to be used for the activity. Locate territories in business districts or densely populated neighborhoods.

(2) Divide group into teams.

(3) Assign each team to an interview territory. Provide teams with area map, public transportation schedules, and interview clipboard.

(4) Allot 30 minutes for team members to locate their territory on the area map and decide how the team will get to the territory, i.e., walking, public transportation, etc.

(5) Provide each team with pertinent environmental or social questions. Example: As a citizen, what do you think we can do to reduce air pollution in our city?

(6) Instruct teams to proceed to the assigned territories. Each team member will be expected to interview as many strangers as possible. Team

members must interview a minimum of five strangers. Allot 2 hours for this part of the activity.

(7) After completing the interviewing phase of the activity, teams will return to the classroom for the next phase.

(8) Teams are given 30 minutes to discuss their experiences and decide which activity they will use to convey their experience to the group.

(9) Team may choose one of the following activities:

Drama	Writing
Role-playing	Poems
Presentation of a news report	Songs

(10) Group discussion of the adventure activity.

One special form of adventure, "high adventure," provides students with physical challenges that can assist in enhancing their emotional and social growth. Outlined below are some suggested activities for a "high adventure."

* * *

First Outing

Three days and two nights—first outing is designed to acquaint the student with wilderness camping. It is, therefore, best to establish a base camp 2 or 3 miles from the trail head. A 2 or 3 mile hike with a 40 pound pack is quite sufficient. Below is a suggested list of activities for the trip. Some of the topics for discussion may have also been covered in the classroom before the trip began (although on a more abstract basis since students were not actually outside then). The individual instructor may, therefore, wish to alter some of these activities in order to better fit a specific situation.

Day 1 - Travel to field
Trip orientation
Area familiarization

Review of first aid (bleeding, shock, fractures, back and head injuries, evacuation procedures)
Campsite selection and shelter use
Fire building and conservation
Basic cooking
Latrines and sanitation

Day 2 - Morning

Equipment and techniques for improvising search and rescue strategies
Emergency and basic survival actions
More on cooking and baking

Afternoon

Walk—look for game signs and explain expedition behavior
Making an emergency shelter, lean-to, teepee
Manufacturing a meat/fish smoker and rock oven
Food procurement—traps and snares, fishing (optional)

Day 3 - Morning

Experience map and compass navigation
Discuss map and compass problems

Afternoon

Class review
Return to school

(Some of the material in this section was adapted from High Adventure Outdoor Pursuits, 1982.)

****

Before going out on a "high adventure" there are several topics that need to be covered with the students regarding procedures and safety.

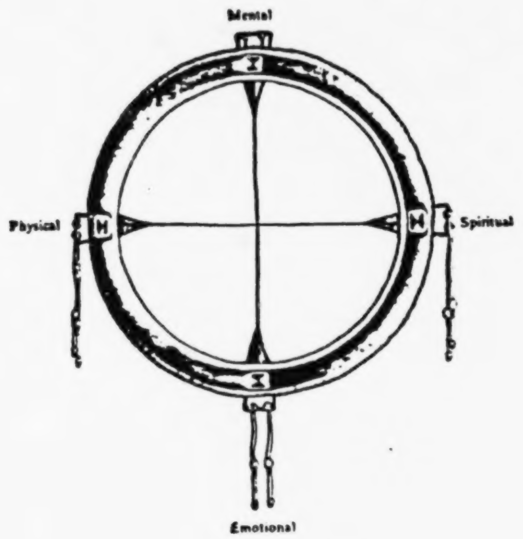
McClellan Hall's Indian Youth Leadership Program includes a camp which is an adventure experience based upon the habilitation process. The process of "habilitation" is defined broadly as the "process of developing skills needed to become functional, competent, independent adults". See Hall, M. Indian Youth Leadership Program. Washington, DC: ORBIS Associates.

CHAPTER 2

DEVELOPING CONFIDENCE IN STUDENTS

The counselor who tells a student only good things about himself is potentially as harmful as the staff member who never has anything good to say at all. Giving a student real information about how he is doing—positive as well as constructively negative evaluations—is very important to assisting him in developing a realistic sense of confidence. If a student hears only positive things about himself and never receives guidance in areas where he does not excel, ultimately he will come to disbelieve even the positive things. Moreover, he will have no basis on which to truly judge his strengths and weaknesses. With no realistic perspective of self, his sense of confidence has nothing on which to take root.

It is important, therefore, that counselors support Indian students not only with respect to their mastery of academics (mental development) but also with respect to their physical, emotional, and spiritual development. The holistic counseling approach suggested by this guide reinforces the necessity of addressing these four dimensions of each individual. Adolescents, in particular, must feel good about taking new steps and about embarking on new recognitions of "self". Developing a greater sense of confidence will assist Indian students in coping with school, family and social pressures, while simultaneously providing an opportunity to explore new experiences and to develop new skills that challenge students to reach for higher goals.



Notice the substitution of "spiritual" for "social." This is felt to be more appropriate for Indian students.

This section is designed to offer practitioners some activities that will help Indian students develop confidence. The activities can also be used one at a time to fill an hour or 2 of time, or combined to create from 1 to 7 days of continuous youth activities.

This section divides the activities into three different areas:

(1) Feelings/values/attitudes
(2) Families and friends
(3) Decisionmaking

Because the activities will be fun for both you and your students, it is hoped that students will really enjoy participating. These and similar activities will provide counselors with structured counseling activity sessions which focus on building the character and confidence of Indian students. The format of the activities is intended to encourage staff to work with groups of students, as opposed to individuals alone, in an effort to reach as many students as possible. Again, it is hoped that the activities will reinforce efforts at preventing student problems before they happen, thus minimizing future need for crisis intervention.

(1) DEVELOPING AND SHARING FEELINGS, VALUES AND ATTITUDES

When students are able to actually identify their feelings, values and attitudes they learn to cope with them much more effectively. They are also much more likely to be true to those feelings or values, i.e., act in harmony with them—a skill especially important for adolescents who are subject to so much peer pressure. Participation in these activities will provide students an opportunity to focus, perhaps for the first time, on what they really feel and believe. Recognizing these feelings in themselves and then actually expressing them are two very important steps in building self-confidence. Participation in these activities will also provide students a forum for "peer exposure", i.e., many students will realize that they really are not the only ones who feel or believe a certain way. Knowing they are not alone will help them say "no" when peer pressure is strong to do something they really do not like or believe in.

The activities contained in this section are intended to develop students' skills in the following areas:

Communication

Empathy

Cooperation

Listening

Remember, these activities have a learning objective; but students and group leaders should still focus on having a good time while learning about themselves and others. Be sure to have the students "process" the activities (see page 12).

****

HOW DO YOU FEEL ABOUT...?

****

Materials: bean bag, beach ball, nerf ball

Purpose: For students to develop spontaneity and confidence in expressing their feelings, values, and attitudes and to be better able to accept values and attitudes different from their own. (This is a variation of the "Information Please" activity on page 15. The focus, however, is on expressing feelings and opinions which many people are afraid to do.) Students will also learn skills in listening and empathy.

Directions: Have students sit or stand in a circle. The group leader says "When someone give me a compliment I feel...; how do you feel?" The group leader looks directly at a student and then throws the ball. The student responds and repeats the question to another student in the circle. Continue until all have had a chance to answer the question. Stop or go on to another question (see suggestions below). If this is your only activity, the questions you use should revolve around a central theme, such as school, home, jobs, money, success, relationships. At the end of the activity, the leader should summarize the feelings, values, and attitudes explored during the activity and bring the activity to a positive closure.

Other types of feelings and attitudes you might include:

When I'm happy, I...

When I'm scared, I...

The thing that scares me the most is...

The nicest thing about me is...

The thing that makes me the happiest is...

Note: Each of the feelings and attitudes can be tied to a central theme. This activity can be used over and over just by changing the feelings or attitudes to be shared.

****

****
* I LEARNED TO LISTEN *
****

Materials: None

Purpose: For students to examine the importance of listening and to practice listening skills. Students will also practice cooperation.

Directions: First read the presentation to the students (see below). Then ask students to answer the following questions:

(a) What problems did the person in this short story encounter as a result of not listening?

(b) Can you list some advantages that might result from careful listening? Please list some disadvantages of not listening.

After discussion of the two questions above, have students pair off; instruct one student to talk for 3 minutes while the other listens. Have the listening student write down what the other person says, and let the other person read the notes. Then have students discuss the differences between what one thinks he says and the other thought he heard. Repeat the activity but this time the listening student interrupts a number of times while the other person is talking. Compare the differences between notes and what was actually said.

PRESENTATION

It is a custom in my tribe that the grandmother tells us stories of the tribe and the families. She usually does this during evenings and especially during the winter months. My grandmother tried to tell me stories about my grandfather and how he came to be with us. She started the story and came to a part that I wondered about and I asked her a question and the story ended. Then sometime later on another evening she started the story again and she got a little further and I had another question and I interrupted. And the story ended. I continued to do this when she told the story—interrupting because I had a question. I didn't realize initially that the story would never be finished if I didn't simply learn to listen. Grandmother was trying to teach me the story of my people but by the same process she was trying to teach me to learn to listen.

The day eventually came when I realized what was happening. So I didn't ask any questions and I heard the whole story about my grandfather. Listening is a value among the American Indians. Sometimes when you live in a non-Indian culture and then go into the Indian culture, listening may be difficult or different.

Adapted from American Indian Institute's Using Indian Culture to Develop Alcohol and Drug Materials. (Norman: University of Oklahoma, 1980).

MEMORY LANE

Materials: A list of discussion questions (see below).

Purpose: By sharing memories about a particular time or experience, students learn to explore their feelings, attitudes, and values connected with that time or event. By your asking them to plan and play out a scene, students also learn communication skills and cooperation, as well as how to be more creative and to take initiative.

Directions: Offer students a choice of discussion questions by writing them on a blackboard or large sheet of paper. Examples of questions might be as follows:

What are some problems you've had with family pets?

What do you and your brothers/sisters fight about?

Can you remember some surprises that have happened on your birthday?

Which traditions does your family observe that are important to you?

Which tribal ceremonies are important to you?

What do you remember about your first day of school?

How did you meet your best friend?

What was your most embarrassing day at school?

What pranks have you played on your classmates?

What do you remember about your first date?

What is your favorite class and why?

After the students have become comfortable with each other and after they have tried this activity a few times, you might want to try asking some of the following questions:

> What are your first memories of cigarette smoking: your own smoking or someone else's?
>
> What are your first memories of drinking alcohol: you taking a drink or someone else drinking while he was with you?
>
> What are your first memories of someone telling you about drugs: someone trying to talk you into trying a drug, you or someone else taking drugs?

First discuss which of the memories are likely to be the funniest, strongest, or strangest. Then have students break into groups and select one of their experiences to serve as the basis of an improvisation. They must decide:

WHEN......the scene takes place

WHERE.....the scene takes place

WHO.......are the characters

WHAT......happens in the scene; who has the problem and how is it worked out

WHY.......the characters are responding in a certain way

Allow no more than five people in each group. After 10 minutes of planning in each individual group, the improvisions should be acted out in front of the whole group. The dialogue for the scene should not be rehearsed. Instead it should be spontaneous.

****

(2) FAMILIES AND OTHER FRIENDS (SIGNIFICANT RELATIONSHIPS)

A student's ability to positively identify himself with a family or other significant relationship is crucial to his becoming a healthy adult. The activities contained in this section help students explore, understand, and accept responsibility for relationships with family members and friends. The activities are ordered to first examine interaction with families (parents), then adult role models, and finally peers. Some of the activities will require more than one session. Keep in mind that although the activities in this section are of a serious nature, students and group leaders should still focus on having a good time.

****

WHO CAN HEAR SILENT LOVE

****

Materials: None

Purpose: To explore relationships between parents and children, how children show feelings/emotions and reflect positive and/or negative behaviors learned from their parents.

Directions: Read the presentation to students (see below). Then have students divide into groups (family size) and develop a role-play about a family showing one or all of the following emotions: love, caring, sadness, happiness, failure, success, praise, anger. Have students discuss each role-play, identify sexual and cultural stereotypes, and give each other suggestions on how to show their families and friends that they care.

PRESENTATION

This is the story of a man who grew up in an alcoholic family. We shall call him Bill. Bill's parents were both alcoholic and there was very little expression of love or concern in Bill's family. Bill was brought up to believe that any expression of emotion such as love, caring, or even crying was a sign of weakness. "It isn't manly," he was told. There was very little praise for Bill in anything he did. He tried hard to please his parents but he would always end up being criticized or put down for his efforts. Bill felt his parents loved him but he also realized that he could not ever remember being held close, or being hugged, or ever hearing the phrase "I love you" from his parents. They always seemed so demanding and strict.

The years passed and Bill grew up, got married, and soon started having a family of his own. But Bill had become a product of his own upbringing without even knowing it. He was very strict and stern with his children and took pride in their manners and obedience even though he never complimented or praised them for it. But if a rule was broken or there was any type of disobedience, there would be hell to pay. Without really knowing it Bill was mirroring all the insecurities that his father had. Bill thought, "Well, I turned out all right, so will my kids."

One day Bill was called to the grade school to see the counselor about his oldest son who was in the fifth grade. On the way over Bill kept wondering what kind of trouble his son was in.

"He's well behaved, he gets good grades, and doesn't start trouble," thought Bill. "Boy, if he's broken any rules he'll pay the price."

When Bill met the counselor he was told his son was being disruptive in class and arguing with the teacher. This had happened several times but the counselor was aware of Bill, Jr.'s good record at school and thought it was a passing thing. But after several counseling sessions the behavior hadn't stopped. The counselor told Bill that Bill, Jr. felt unloved and unwanted. Bill was shocked. He knew he loved his son dearly but at the same time Bill knew he never expressed his love or praise. Through some self-evaluation and counseling Bill realized the importance of expressing love, and the joy of hugging and touching and being verbal about praise and love.

Silent love doesn't help the child at all. The child doesn't look at the expression of love as a weakness. This is an adult insecurity. Children look at the expression of love as love. The highest form of love can be shown in a compliment or in praising the child. This expression of love will always be remembered.

Taken from Using Indian Culture to Develop Alcohol and Drug Materials.

* * *

THE SEARCH

Materials: None

Purpose: To bring students and elders together so elders can share their wisdom and for students to share their youth and excitement with their elders.

Directions: Have students prepare (as a group) specific questions for which they feel they need guidance. These questions should be of a personal nature, having to do with social, emotional, or academic issues. They could focus, for example, on fighting with siblings or dealing with school pressures. Then arrange for elders to come and address the group and answer the students' questions. In the second part of this activity students are to choose an elder that they wish to interview alone. The elder may be someone that they are related to, or he may be some other community member. Each student should develop a list of 10 questions or issues he would like guidance on. Each student copies the questions and uses only those questions for the interview. He should then meet alone with the elder. Students should inquire as to how their elders handled the same or similar situations in their youth. After the interview, instruct students to write a poem about their individual visits with the elder. At the next activity session students share the answers to the interview questions and also share their poems.

Note: This activity may take as many as four sessions.

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****

MY FRIEND

****

Materials: None

Purpose: For students to examine their concepts of friendship

Directions: Read presentation to students (see below). Have each student describe a special friend and then role-play how he would like that friend to be. Have the group discuss what they observed in the role-play.

PRESENTATION

My friend tries to be fair

My friend is an Indian

My friend likes people

My friend appreciates intelligence and is intelligent

My friend enjoys worthy leisure activities

My friend continues to learn new ways of doing things

My friend tries to be honest

My friend listens to me

My friend is in touch with his own being and conscious of his ideas and feelings

My friend does not seem to be threatened by being different

My friend accepts responsibility for his actions and does not try to "pass the buck"

This is how I see my friends. All these attributes are not from one friend but from several friends. One person would have to be very mature to possess all these traits.

(Taken from Using Indian Culture to Develop Alcohol and Drug Materials.)

****

(3) DECISIONMAKING

The activities in this section will assist students in exploring their values and their ability to make decisions. Making and, more importantly, standing by decisions is a particularly difficult thing for many students to do. Peer pressure is great and often the appearance of conformity is important. For many students, being viewed as "different" (be it in terms of actions or values) is tantamount to having the plague. Frequently in high school, group decisions are made by virtue of no decision being made. In other words, if a situation presents itself, for better or worse students take action simply because no one has made a decision not to take the action. It is hoped that by utilizing some of the activities cited in this guide your students will not only have more confidence in making their own decisions based on their feelings and values, but also that they will realize that there are many other people who also do not want to follow "the pack". Although the activities cited in the preceding sections of this guide will also lead to better decisionmaking on the part of your students, the three following activities are more specifically focused on "decisionmaking" as a process in and of itself.

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PIG IN A PIG PEN

****

Materials: None

Purpose: For students to share stories, consequences, and to discuss ways to prevent being involved with the wrong crowd or in the wrong place at the wrong time.

Directions: Read the presentation to students (see below). Then have students discuss the following questions:

- Have you ever been in a similar situation where you were part of a pig pen?
- What things can happen if you are guilty through association?
- How do you say no to your friends?

PRESENTATION

One time I was with my friends at the movies. They decided to sniff glue in the restroom. The manager caught us and called the police. This was the first time I'd been apprehended. On the way home from the police station my father said, "When you're with friends that are doing bad, you are going to be blamed even though you have no intention of trying the drugs. Just being with them can hurt you. You are like pigs in a pen—when one splashes about they all get muddy. So if you don't want to be in trouble with drugs or alcohol, don't associate with people who abuse substances."

(Taken from Using Indian Culture to Develop Alcohol and Drug Materials.)

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****

YOU DON'T HAVE TO BE LIKE OTHERS

****

Materials: None

Purpose: For students to explore ways to handle peer pressure and to be able to make sound decisions about their own actions.

Directions: First read the presentation to students (see below). Then have students share an experience that they have had with peer pressure or being pressured by older siblings. Next have students pair off and develop a role-play that demonstrates one of the following statements:

- A time I said NO and was glad I did.
- A time I said YES and was sorry I did.

PRESENTATION

Many times will come when others will try to get you to do something you know is wrong. Be strong — say NO! It's okay to say no. It's okay if others get angry. Remember when you are angry, or hurt yourself, don't try to hurt others. A simple no won't affect others as much when it concerns your own well being. A yes answer will only affect you. Those who are encouraging you to do wrong are aware only of their own needs and not yours. They are totally "inside" themselves. When you really need help they won't be there to help you. They won't even help when you ask them to. They will be inside themselves, so you won't be able to count on them.

(Taken from Using Indian Culture to Develop Alcohol and Drug Materials.)

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GREAT BEGINNINGS

Materials: Index cards

Purpose: To develop students' problemsolving and decisionmaking skills; to tap students' creativity by being forced into spontaneous dialogue; to improve students' ability to give and take in scene playing and, by so doing, carry this skill into real life experiences.

Directions: Divide students into groups of 4-5. Give each group a sentence typed on a card. That sentence must be in the first statement of an improvised scene. Give the groups time to plan where the scene takes place, who the characters are and who reads aloud the sentence; but do not let the students plan how the scene ends. That must just happen as the improvisation occurs. Students naturally may or may not be able to bring the scene to a good conclusion, depending upon the amount of experience they have had in scene playing. Ask each group to start the scene as if it were a still photo. Examples of beginning sentences might include:

- I dare you!
- Jimmy is missing!
- I said you all flunked the test, and that's that!
- Call the ambulance!
- We're lost!
- We have a test tomorrow.
- I smell smoke!

Alternative: Great Endings. The students can choose to make these sentences the ending instead of the beginning.

* * *

CHAPTER 3

BEHAVIOR MODIFICATION: A POSITIVE APPROACH TO DISCIPLINE

This material is written for teachers/counselors and can be helpful to parents or guardians, whether they be grandparents, other relatives, etc. The major intent of this material is to train and inform the reader in the systematic use of behavior modification in order to bring about improved behavior patterns and self-discipline in Indian children.

The value of teaching an individual self-discipline is to ensure that the individual assumes responsibility for her negative and positive behavior. Because self-discipline begins at home, the role of parents of Indian students is critical. Teachers can ensure proper discipline in the classroom only if parents have been able to instill some self-discipline in their children at home. Because of the critical role of parents in setting the foundation for students' self-discipline, a primary focus of the following material will be placed on parents.

When reviewing or applying the techniques and principles recommended in this guide, remember to keep in mind that each child is a unique individual with special needs. Therefore, one child's responses to the situations, methods, and strategies will not necessarily be the same as the responses of another child.

The behavioral principles discussed need to be adapted to the individual differences of each child. Behavior modification does not work for every child in every instance. However, recent studies indicate that behavior modification does work for most individuals and that it can be an effective method for changing behavior. Also, remember that behavior modification requires planning, patience, and consistency.

Communicating With Children

Parents must know that one of the most important requirements of effective parenting is the ability to communicate with children. Good communication helps lay the foundation for all interactions. Communication between parents and children is not limited to just talking and listening, but also encompasses the exchange of feelings and emotions. Nor is communication meant to be a one way effort. The child's feelings and ideas must be recognized as important and worthy of being heard. Although there may be times when parents/teachers may not like the child's feelings, it is important to accept the legitimacy of these feelings and to be able to distinguish between feelings and behavior.

Another necessary aspect of developing a healthy and communicative relationship with a child is to recognize and take care of one's own personal needs as well. Remind parents that if they are run-down and overworked, they are likely to be less receptive to the needs of their children. A self-sacrificing parent can inadvertently set up a pattern of expecting too much from the child, thereby instilling in the child guilt and low self-esteem.

To build a stronger and more rewarding family relationship, parents should engage in and practice honest and open communication with their children, thus promoting this same practice among their offspring.

Behavior and Misbehavior

It is helpful to have a general understanding of why people—adults and children—behave the way they do. Everyone has basic needs that must be met and feelings that need to be expressed constructively. One uses whatever ideas or skills (i.e., physiological and psychological resources) are available in order to reach goals and to satisfy needs. Everyone learns from a variety of methods and resources. Children, for instance, learn in large part by modeling and following examples set by parents. If a specific approach to meeting one's needs appears to be particularly helpful, that same approach is usually continued. If, however, a barrier is encountered and needs are not met, one feels frustrated and tries to remove the barrier or the problem. If one does not know how to remove the obstacle in an acceptable or permanent way, an individual may temporarily resort to unacceptable behavior.

It is important to note that offering and encouraging alternatives to unacceptable behavior are far more constructive than simply condemning the inappropriate behavior. By the time most behavioral problems are recognized or discovered, they may be very difficult to handle. Parents who do not know how to provide the kind of discipline that will resolve severe problems often resort to such tactics as punishment or offering bribes to achieve more desirable behavior. Unfortunately, these tactics usually worsen behavior problems and make it harder to deal with children. The earlier a behavior problem is dealt with, the better the chances that the problem can be corrected. Behavior problems cannot be ignored with the hope that children will "outgrow them" or be able to solve them alone.

The most difficult lesson to "teach" children is to distinguish "right from wrong." No matter how effectively parents address this issue, it is inevitable that all children will sometimes do things that are wrong. For example, children may take things that do not belong to them; they may cheat at games or lie; they might even physically hurt other children. It is important that school staff help parents learn how to recognize and deal with these behaviors appropriately. Often, parents will attempt to deny the existence of a problem. On the other hand, there are panic-prone parents who tend to overreact to even minor, insignificant problems. In the middle of this spectrum are those parents who know how to confront difficult behavior in their children. Of course, this type of response is the one which counselors should want to assist parents to achieve.

Understanding the basic principles and definitions used in behavior modification will enable parents and school staff to use this discipline method effectively.

DEFINITIONS FOR BEHAVIOR MODIFICATION

The following definitions in behavior modification will help school staff provide the information and background necessary for parents to understand and interpret basic behavior theory.

(1) Behavior

- any response or specific activity that we can all see and agree occurred.

  (The probability that a behavior will be repeated is strongly influenced by what happens immediately after it occurs. Behavior is also influenced by negative reinforcement and punishment.)

(2) Misbehavior

- a subjective term indicating inappropriate behavior. May be applied to a short-term or a long-term behavior (e.g., interrupting in class or withdrawing from social interaction).

(3) Reinforcement

- any event or response following a behavior which increases the occurrence of the behavior in the future.
- a psychological term used instead of pay-off or reward.

  (Reinforcement should be of value to the person receiving it, and should follow the behavior as quickly as possible. It may be repeated at intervals. There are different types of reinforcement, including negative reinforcement.)

(4) Discipline

- includes any training that nurtures responsible individuals who are able to function comfortably and productively in all areas of living.

(5) Behavior Modification

- the process of changing human behavior by the application of basic learning principles and techniques.
- therapy designed to improve behavior and encourage self-discipline.

PRINCIPLES OF BEHAVIOR MODIFICATION

Both desirable and undesirable behaviors are learned. Children who have learned inappropriate ways of coping and behaving can also learn to substitute more acceptable and desirable behaviors.

Children should learn the kind of skills, values, and behaviors that will enable them to adapt creatively and successfully to new and unexpected demands from society, teachers, parents and peers. They need to learn to make these decisions when teachers and parents are not present or aware of their actions. This is self-discipline. Most adults working with children will find no quarrel with this viewpoint. Unfortunately, there is no precise sequence of learning behavior that leads us to this ideal situation. Well-intentioned adults and teachers will differ on the specific behaviors children need to learn in order to prepare them for the future. Counseling staff need to emphasize this point to parents so they can be their own judge of what behavior they think best prepares their children for the years ahead. The examples and case studies which are in this material will give you a basis from which to start.

The following summary of basic principles will provide school staff and parents a foundation for effective behavior management and modification.

To Strengthen And Increase Behavior

Positive Reinforcement: To improve or increase a child's performance of a certain activity, arrange for an immediate reward after each "correct" (desired or appropriate) performance. Good behavior must pay off. A new skill will be learned quickly if its mastery brings direct and immediate benefits to the learner. Examples of positive reinforcers:

- words of praise
- admiration or recognition
- money (allowance)
- attention

- high grades in schools

- memberships in honorary organizations

To Introduce And Develop New Behavior

Shaping: To teach a child to act in a manner in which she has seldom or never before behaved, reward her in successive steps until the desired behavior is regularly practiced. Gradual improvements become new behaviors. If children are going to learn new competencies, they should be aware of and able to recognize their own gradual improvements. Adults, parents, and teachers can help more by not catching children doing poorly, but by noticing when they are doing better.

Modeling: To teach a child a new way of behaving, allow her to observe influential and important persons performing the desired behavior. Everyone at some point has been influenced by role models. Children will inevitably find persons whose lives can have a positive influence on them.

Cueing: To teach a child to remember to act at a specific time, arrange for her to receive a cue for the correct performance just before the action is expected, rather than after she has performed incorrectly. Cues are signals for appropriate behavior. Cueing is a simple non-hostile direction when the child needs a reminder or when she needs help in learning.

There are circumstances under which a wide variety of behaviors are appropriate. The problem is in teaching a child to distinguish between the cues which indicate the appropriate circumstance or situation.

To Maintain New Behavior

Intermittent Reinforcement: To encourage a child to continue performing an established behavior with few or no rewards, gradually decrease the frequency with which the correct behavior is rewarded. This is also referred to as scheduling rewards intermittently to develop persistence.

Substitution: To reinforce a child with a previously ineffective reward, present it just before the time you present the more effective reward. Sometimes it is desirable or necessary to substitute one type of reward for another.

To Stop Inappropriate Behavior

Satiation: To stop a child from acting in a particular way, you may allow her to continue performing the undesired act until she tires of it or the behavior has run its course. This method is called the Satiation Principle because a child may become satiated (as a result of fatigue or boredom) with the consequences of continuing her actions.

Extinction: To stop a child from acting in a particular way, you may arrange conditions so that she receives no rewards following the undesired act. For most people receiving attention is a form of reinforcement. Some children (people) want to be noticed whether the attention given is favorable or unfavorable. One way of stopping undesirable actions is to pay absolutely no attention to them. **The Extinction Principle is the opposite of the Satiation Principle.** One of these two principles may be better or more effective than the other depending on the situation. (Do not alternate between principles.) Choose one or the other and apply it consistently. If you consistently reward an undesirable behavior one day and then do not reward it the next, you will be inadvertently helping to create the behavior you do not want.

Incompatible Alternatives: To stop a child from acting in a particular way, you should reward an alternative action that cannot be performed at the same time as the undesired act. Be certain, however, that the substituted behavior does not also produce unpleasant consequences.

To Modify Emotional Behavior

Avoidance: To teach a child to avoid a certain type of situation, simultaneously present to the child the situation to be avoided (or some representation of it) and some of the potentially adverse or negative repercussions of the situation. It is obviously not necessary to harm a child physically in order to teach her that danger may be associated with that situation.

Fear Reduction: To help a child overcome her fear of a particular situation, gradually increases exposure to the feared situation while she is otherwise comfortable, relaxed, secure, or rewarded. Fears must be faced, but they can be faced gradually in small steps while the child is engaged in pleasant activities. (Caution: For serious problems relating to fear, professional assistance should be sought.)

STRATEGIES FOR DEALING WITH PROBLEM BEHAVIOR

Many parents lose the respect of their children because they have not developed effective strategies of behavioral control and cannot respond in a consistent manner. Effective discipline results from a direct cause-and-effect relationship between parent and child. Parents should use discipline as a means to assist children in developing the behavior and self-control necessary for their individual productivity and happiness. When disciplining children, the test for any strategy is whether or not the strategy works.

Children learn more from what they are allowed to do rather than from what they are restrained from doing. Whether we are aware of it or not we all use different types of reinforcement techniques in our daily interactions and contacts with children.

School staff should convey the following tips to parents who wish to learn how to incorporate behavior principles into an everyday common sense approach for managing their children's behavior.

(1) Good communication is knowing how to talk to your child and knowing when to listen.

(2) Set an example for your children. Children learn from watching others, especially their parents.

(3) Demonstrate love for your children even when you are unhappy with their behavior.

(4) Know how you want your children to behave; clearly tell them what you expect.

(5) Know what can be expected of children at certain ages. Try not to give children more responsibility than they can handle.

(6) If you do not like some of your child's behaviors, remember that you can not change everything at once. Try to change and work on one behavior at a time.

(7) Planning ahead. Parents are better teachers when they plan for the way they want their children to be and really think about the right use of rewards and punishments. Clear thinking will lead to better discipline.

(8) Make rules clear and simple. Tell your children what the rules are ahead of time.

(9) Keep your discipline simple, understandable, and related to the misbehavior.

(10) Be consistent when you discipline your children so they know what to expect. It is important that parents agree on rules and methods of discipline in order to avoid confusing a child.

(11) Proper use of rewards and punishments is important. Remember rewards are not bribery. Also, there is a place for punishment but it should come as a last resort since it is simply not as effective as other means.

(12) Catch children being good and make sure they know you have noticed. For example, smile at them, tell them you are pleased with their behavior, hug them, etc.

(13) Accentuate the positive. Praise your children for behaving the way you want them to. Miss no opportunity to praise children when they do things right. Praise is a better reward than punishment.

(14) Ignore the negative. Most misbehavior in children can safely be ignored. When negative behavior is ignored, it usually dies a quiet death. Note: Never ignore behavior that jeopardizes the health, safety, or values of your child and others.

(15) Use contracts to help solve problems. If you have identified a specific pattern of misbehavior, make an attempt to talk it over with your child. Explain your position. Ask for her ideas. Try to include her in part of the solution. Finally, it is important that parents be very clear about what the child can expect if the misbehavior continues. In this way you are leaving the decision up to her. If she chooses to misbehave, she chooses to lose a privilege.

(16) The most important factor in your child's self-image is what she thinks you (parents) think of her. Children's self-image is a major factor in how they conduct themselves and behave.

Many parents feel at times as if they are up against a wall when trying to discipline their children. Counseling staff need to help parents recognize that they can strengthen and maintain behaviors which are appropriate, weaken and eliminate behaviors which are inappropriate, teach and shape new behaviors which previously did not exist.

CASE STUDY

Russ - 16 years old

Pinpoint Behavior: School Failure

Record: Russ failed all academic subjects the first half of the year. Parents and teachers were unable to motivate him to improve his study habits.

Reinforcement: The Title IV counselor developed a system with the parents' cooperation. Russ's teachers were asked to sign an individual daily progress report after each class. The decision of whether or not to sign for improved social and/or academic behavior was based on the teacher's own criteria. Allowance, social engagements, and car privileges were contingent upon the number of teacher's signatures earned each day.

Evaluation: Russ began receiving better grades. A C+ average was attained for the last 6-week period of the same year.

Note: Many parents offer rewards for good grades but cannot find a way to cut down the time interval so that rewards are meaningful in motivating the student. A complete academic term is a very long period of time for a student, especially for one who cannot exhibit correct study patterns for one full day.

CHAPTER 4

THE PROBLEM OF SUBSTANCE ABUSE

Substance abuse and the resulting addictions have created a tremendous problem in the United States today. The abuse of both legal and illegal drugs has reached epidemic proportions. In fact, abuse is estimated to be 20 times greater now than it was 20 years ago.

Substance abuse has become the number one health problem for 15 to 24 year olds. Not only does this group have an alarmingly high incidence of suicides, but it is also the only age group with a rising death rate. Most accidents, suicides, and homicides among 15-24 year olds are found to be related to drug use.

More shocking is the fact that the average starting age for alcohol and/or marijuana usage is now 11-12 years old. In a study of substance usage among American Indian youth, tribal groups reported between 56-89% of their youth are using alcohol. More Indian youth reported the use of marijuana than did other U.S. youth (41-62% versus a national figure of 28-50%). Misuse of inhalants is also a greater problem among Indian groups than among other U.S. youth (17-22% vs. 9-11%).

Most people do not know enough about substance abuse and addiction to seriously tackle the problem. It is important, therefore, that parents, educators and students have more information and that this information be current and accurate. Many myths surround the areas of substance abuse and addiction. Not only do these myths further complicate the addiction problems themselves, but they also often stand in the way of recognizing and thus addressing potential or existing drug problems among young Indian people.

This section discusses some of the myths surrounding substance abuse in an effort to dispel these misconceptions. It is hoped that the information presented here will be used for discussions among school staff and parents and for discussions between adults and students.

MYTH #1: STUDENTS ARE TOO YOUNG TO BE ALCOHOLICS OR DRUG ADDICTS

- In 1976, it was reported that half a million teenagers were alcoholics and an equal number or greater were classified as "problem drinkers" (the stage reached just before becoming an alcohol addict).
- In 1981, about 20% of the youth in this country aged 12-17 were classified as having problems with alcohol.

- In 1986, one in six high school seniors was reported to have used cocaine—considered by some to be the most addictive of all drugs.

- The percentage of 13-19 year olds who called the national cocaine helpline rose from 9% in 1983 to 17% in 1984.

Teenagers are uniquely susceptible to addiction. Because most teenagers are smaller and weigh less than adults, their bodies are less able to dilute alcohol or other ingested drugs. As a result, consumption by teenagers usually produces more profound effects. Psychological intoxication is also greater for teenagers since the intensity of normal emotions typically experienced by teenagers is only further magnified by alcohol and drug use. Chemical dependence or addiction can, therefore, develop much more quickly in students than in adults, taking only months rather than the years usual for adults.

Another factor which contributes to the likelihood of addiction among young users is their tendency to mix drugs. Some mixtures of drugs significantly increase the effect that any single component of the mixture may have when taken by itself.

Students use drugs to get high; most often they drink to get drunk. Just because your students are at a young age does not preclude the possibility of them becoming addicted. In fact, as noted above, there are some factors related to adolescence which may actually increase the possibility of addiction.

MYTH #2: ALCOHOL IS NOT AS DANGEROUS AS DRUGS

Alcohol, in one way or another, kills more people in the United States, Canada, and Europe each year than all other known drugs. In this country alone 20,000 deaths are annually attributed to cirrhosis or heart problems caused by alcoholism; 25,000 deaths are a result of alcohol-related traffic accidents; and 15,000 deaths are a result of alcohol-related homicides or suicides.

Alcoholism may affect up to 10% of adult males and perhaps half as many females in the general population, and it has been identified as the most significant and urgent health problem of the American Indian. The misuse of alcohol accounts for 5 of the 10 leading causes of mortality among Indian people.

Alcohol is a drug and an alcoholic is a drug addict. A prominent physician working with alcoholics and other drug addicts states, "If alcohol were a newly discovered drug, as are LSD and a few others, it would be classified as a dangerous, potentially habit forming drug, destructive and addictive both physically and psychologically, and perhaps it would even be illegal to use or sell it."

It is important to acknowledge that alcoholism is the most widespread form of mind-altering drug addiction. If your students are using alcohol, know that its potential for putting them in danger is as great as other drugs.

MYTH #3: DRUG ADDICTS AND ALCOHOLICS ARE SOCIAL DEGENERATES; DRUG ADDICTS, ESPECIALLY, HAVE DAMAGED THEIR MINDS SO THAT THEY DO NOT ACT NORMAL

There are many middle and upper class adult addicts who appear to the outside world to have no problems. These people manage to maintain their jobs and do not outwardly fit the stereotype of addicts in either appearance or actions.

Similarly, young people who are addicted may look and act like normal students. They may, however, be suffering from poor motivation and moral degeneration. A problem arises when these signs are mistakenly seen as the results of other emotional problems; the true problem then is never addressed.

Many addicts successfully put on a facade of being all right so as to protect their substance-using and to keep anyone from interfering with it. Addicted students often lead a dual life: A straight image is maintained in front of parents, teachers, and straight friends, while a totally different image is projected among their drug-using friends. Often addicts can, without much difficulty, manage a straight image even when high. Some students who are addicted are able, for a surprisingly long period of time, to maintain a good appearance, good grades, and participation in athletic and other extra-curricular activities. Addicts can even abstain from using substances for periods of time if the purpose is to prove to others that they do not have a problem.

In other words, your students do not have to look or behave abnormally before they can be classified as addicts.

MYTH #4: PERSONS WHO ARE ADDICTED ONLY ACT UNACCEPTABLY WHEN THEY ARE DRUNK OR HIGH

Even though addicts may act normal (both on and off drugs), strange behavior can be a sign of drug dependency. When not actually using drugs, addicted students may spend time fantasizing about them and their effects and looking forward to their next use. Addicts will often develop elaborate schemes for getting more drugs. These schemes can include such things as vandalism, shoplifting, stealing, and lying. What's worse is that the schemes are frequently carried out when the person is actually straight. For instance, it is common to hear about students stealing from home in order to get money to purchase alcohol or drugs. Furthermore, addicts are great con artists and can usually lie their way out of trouble if accused or caught doing anything wrong.

When not actually using drugs, the addict is usually guilt-ridden and nervous because of his craving. This guilt can be displayed by rebellious behavior, bad attitudes, and/or disrespect for authority. The result of the addict's behavior, when high or sober, often causes an erosion in family and other relationships. This may then, of course, only aggravate the problem more, causing a person to "escape" further into the abuse of substances.

In summary, your addicted students may act unacceptably even when sober. This is why unacceptable behavior should always be suspected as a possible sign of substance abuse.

MYTH #5: ALCOHOLISM OR OTHER DRUG ADDICTIONS ARE A RESULT OF EITHER WEAK CHARACTER OR FAULTY PARENTING

Students may start using drugs for many reasons, including peer pressure, curiosity, and rebelliousness; but, whatever the reason, the resultant addiction is classified as a disease. There is, in fact, some evidence that alcoholism may be a genetic disease. Studies show that sons of alcoholic fathers are four times more likely to become alcoholics. Children of alcoholics are often also grandchildren of alcoholics. Studies done of twins separated at birth found that there was a high likelihood that if one became an alcoholic, the other did also.

Alcoholism is a progressive disease; it worsens over time. Specific biological effects of the disease include the body's physical craving, withdrawal, and the resultant damage to the liver which leads to cirrhosis. Symptoms of the disease have been identified, such as blackouts (periods of complete memory loss).

Some people refer to dependence upon all drugs as a disease. Yet, whatever substance is being used, it is important to remember that some people who use alcohol and drugs become addicted much more easily than others. (For instance, some members of Alcoholics Anonymous say that they became addicted to alcohol almost immediately.)

Thus, the cause of alcohol or drug addiction may in many instances have little or nothing to do with a person's character or upbringing.

MYTH #6: ALCOHOLICS AND OTHER DRUG ADDICTS USE SUBSTANCES BECAUSE THERE IS SOMETHING IN THEIR LIVES WHICH IS CAUSING THEM TO BE DEPRESSED

There may indeed be something in the lives of addicts about which they are initially depressed, but the addiction itself only produces more depression.

Addicts know that their use of drugs is not good for them or their families. Therefore, they often feel extremely guilty about their actions. They then use drugs to feel better and to overcome their sense of guilt—a cycle becomes established. The need to use drugs ultimately becomes heightened. At first addicts use drugs to feel better but after awhile they may have to use them just to feel normal.

It should be recognized that the use of drugs increases any negative feelings which addicts may have. Addicts also realize that their use of substances will be more socially acceptable if they can blame something or someone else for their addiction. It is common, therefore, for addicts to place the blame on something other than themselves in order to avoid having to assume responsibility for their actions.

If you confront some of your addicted Indian students with the issue of substance abuse, they may respond with many excuses about their problems, or someone else (on their behalf) may be quick to point out excuses for students' drug problems. Do not let this deter you from the real problem at present—use of drugs.

MYTH #7: WE SHOULD SHOW SYMPATHY FOR AN ADDICTED STUDENT AND PROVIDE CARE FOR HER

If parents and educators want to help an addicted student, they must practice what is known as "tough love". In other words, rather than overtly feeling sorry for her, they must allow the student to suffer the consequences of her own behavior. If the student is arrested for shoplifting, the parents and others must allow the student to face it by herself and serve time in jail, pay the fine, do community service work, or whatever the punishment might be. Only by suffering these consequences will the student realize that drugs are not worth the choice.

Parents and educators must set standards for behavior as well as consequences for breaking the rules. The rules must then be strictly enforced. Parents and educators must refrain from rescuing addicted students and getting them out of trouble. Helping an addicted person may in fact be what is termed as "enabling", i.e., enabling her to continue her use of drugs, thus hurting rather than helping.

If you have addicted students in your school, you must do what needs to be done. You must stand firm by not appearing to feel sorry for them; help them only when they want help in stopping the usage of drugs. Students may initially meet your stance with great resentment and hostility. However, it is well worth going through this for your students considering the dangers that drugs present.

MYTH #8: STUDENTS WILL OUTGROW THEIR PROBLEMS WITH DRUGS

If students do become addicted, they will always be addicted. There is no cure for addiction. The only way the disease can be arrested is by complete abstinence from any and all mind-altering drugs. This is the basis for recovery followed by Alcoholics Anonymous (the most effective program for treatment of alcoholics) and by many hospital treatment programs.

Furthermore, in most cases addicted people cannot overcome their addictions by themselves. They usually need the help provided by professional treatment programs and/or self-help groups such as Alcoholics Anonymous or Narcotics Anonymous.

It is becoming clearer that we must stop considering adolescent chemical abuse as a harmless phase that kids go through. An earlier generation which included many substance abusers has now joined the workforce. Since many of these individuals did not outgrow their problems with drugs and alcohol, the government, military, private industry, and even professional sports have been forced to seriously address the problem of alcohol and drugs in the workplace.

If your students become addicted, they will never "outgrow" the addiction. They should be referred to places where they can receive professional help.

MYTH #9: IT'S OKAY FOR KIDS TO TRY ALCOHOL AND OTHER DRUGS—ALL KIDS DO IT

Experimental use of drugs is extremely dangerous. This is how addiction begins. It is important to understand that some individuals become addicted much easier than others. Rather than hoping your students will pass out of their drug experimentation phase, it is much safer to take a "no use—drug free" stand; try to steer your students into alternative activities and to provide accurate information for sound decisionmaking about the matter.

It is not okay for your students to try alcohol and other drugs. It is too risky. Not all students "do" drugs. A movement which promotes saying no to drugs is starting among students themselves. We hope this movement will quickly become prevalent among youth.

MYTH #10: SUBSTANCE ABUSE IS NOT A PROBLEM IN MY HOME OR IN MY COMMUNITY

(This is probably the biggest myth of all.)

Peer pressure to drink or use other drugs is real for kids. A 1983 Weekly Reader survey found the following:

- Peer pressure to try alcohol was present for 35% of the fourth graders surveyed.
- Peer pressure to try alcohol was present for 75% of the high school students surveyed.

- Peer pressure to try marijuana was present for 29% of the fourth graders surveyed.

- Peer pressure to try marijuana was present for 69% of the high school students surveyed.

Media advertisements which directly or indirectly promote substance use enter every home in one way or another. Many families, even if they do not have any users themselves, have neighbors or extended family members who are affected by substance abuse. Most of all, we cannot deny the alcoholism and other drug addictions which adversely affect many American Indian families. We can no longer ignore the problem. In fact, some of your students are probably already in trouble because of use of alcohol or other drugs.

What Is Addiction Anyway?

The term addiction refers to psychological and/or physical dependence on a substance. Chemical dependency begins as a desire to change feelings and moods by seeking an euphoric state or a "high." As usage becomes more frequent, the user begins to experience behavioral changes associated with the drug abuse. As usage continues, the person's normal feelings become lost and she relates only to those feelings which are produced when under the influence of a substance.

Some professionals call this process a "friendship" with the chemicals or substance. This "friendship" is especially attractive to teenagers because their lives are so full of ups and downs and they are so vulnerable. One area of acute vulnerability is a student's emotional life, as easily demonstrated when teenagers fall in love 3 or 4 times a month. These feelings, combined with ongoing physical changes and conflict over sexual mores, and social pressures, often create conditions that result in seeking companionship in substance use. Under these circumstances, because the substance is predictable and causes good feelings on a regular basis, the student is quickly set up for psychological dependency.

CLASSIFICATION OF USERS

Experimental Users: These students may "try out" various substances once or twice out of curiosity.

Recreational Users: These students use drugs to "get high" with friends or at parties, to be sociable or "get in the mood" of things. Such students may be on the way to psychological dependency because they believe the substance enables them to do things they cannot do without the substance.

Regular Users: These are students who use substances constantly to achieve or maintain a desired state, but also attempt to function normally in their daily activities. The regular user uses drugs for the express purpose of getting high. One way to identify regular users is to listen to what they say: all of their activities revolve around substance use.

Dependent users: These students cannot relate to anything but substance-seeking and substance-taking; they plan every activity around their chosen substance. They experience mental and/or physical discomfort when they need their chosen substance and will do anything to get it. They often take jobs in order to pay for their substance. Their friends are likely to be other users. The term "dependence" is useful because it recognizes both the psychological and physical aspects of chemical dependency.

EARLY INTERVENTION

Given the substance usage climate, it becomes apparent that many school staff members will find themselves in situations where substance usage or abuse may be creating a problem for a student or parent. With that in mind, it is important to recognize that early detection of substance abuse can reduce the chances for drug dependence and physical and emotional damage to the individual. There are signs and symptoms that can alert the school staff person or parent that a student may be abusing a substance. The following list indicates behavioral signs which are not conclusive proof of substance abuse but which can act as indicators that a student is having problems and that there is a need for the teachers or parents to further investigate.

Possible Substance Abuse Indicators Exhibited By An Individual:

(1) Unexplained or abrupt changes in attitude

(2) Depression and withdrawal

(3) Unusual emotional outbursts

(4) Decreased attention span

(5) Deterioration of performance in the classroom or job related tasks

(6) Increased absenteeism

(7) Discipline problems

(8) Loss of interest in personal hygiene and appearance

(9) Avoidance of attracting attention

(10) Avoidance of contact with authority figures

(11) Avoidance of peers who do not use substances or have convictions against substance abuse

(12) Wearing long-sleeved shirts and/or sun glasses at inappropriate times

(13) Spending an unusual amount of time alone

(14) Frequent trips to bathrooms, storage areas, and basements or coming out of unusual places (closets, alleyways)

(15) Unexplained increase in need for money; borrowing and/or stealing from family members, friends, employers, etc.

(16) Hidden drugs or drug use equipment: pipes, cigarette paper, hand-rolled cigarettes, hidden liquor bottles, matches, eye droppers, bent spoons, rubbing alcohol, cotton, needles.

As important as these general indicators are to know, it is just as important, if not more so, to know the effects that result from use or abuse of a specific drug. Counselors and parents should refer to a chart listing drugs, their effects, and indicators of abuse.

One category of substances which is a great problem among Indian students is vaporous substances. Aerosols, cements, and gasoline fumes can also be used as intoxicants. The effects vary from substance to substance and are dependent on the user and the dosage. The following is a list of signs and symptoms which may indicate abuse:

(1) Abnormal watering of the eyes

(2) Abnormal secretion of mucus from the nose

(3) Substance odor on clothing or breath

(4) Drowsiness, sudden lapse into a deep sleep or unconsciousness

(5) Drunken behavior without the odor of alcohol

(6) Hidden substance, plastic bags, and rags

Knowing the indicators of abuse will help in recognizing that something is wrong. However, the indicators are not foolproof. Sometimes the person may demonstrate some of the same behavior or physical symptoms as a result of a non-drug related emotional or physical problem. If, after close observation, substance abuse is still suspected, take some immediate action. It is important to remember that the decision to effectively change one's behavior must come from the individual. People cannot be forced into recognizing that they have a substance abuse problem, just as they cannot be forced into getting treatment. There are, however, some specific things you can do to help the substance abuser realize that she has a problem.

(1) Don't hesitate in expressing your feelings on substance abuse, i.e., what you do not like, what you will not stand for, what you think about it, how it makes you feel. Do not, however, do this with an expectation of creating change. Often one's outspoken attitude will be taken seriously and appreciated, though immediate changes may not be seen.

(2) Make only one or two suggestions for methods of help and then wait to see if they are accepted.

(3) While it is appropriate to investigate possible services for a substance abuser, never make the appointment for her.

(4) Do not debate the hazards of substance abuse while the person is in an intoxicated state. It is a waste of time and energy and will most likely be completely forgotten.

(5) Do not give up. Remain open, honest, and ready to assist the substance abuser when she is ready for help.

Unless one has extensive training in substance abuse counseling, one should not attempt to handle the problem alone. The best course of action is to contact the local mental health center, drug abuse center, physician, psychologist, or other appropriate professional who can either work with the problem or find the appropriate help.

CHAPTER 5

A PRIMARY PREVENTION APPROACH TO SUBSTANCE ABUSE

Most school staff members when dealing with substance abuse, either become involved in specific student crisis situations or provide students and parents with basic information about the physical and psychological effects of substances. While these efforts have been helpful in addressing individual student substance abuse problems or in providing information to students who have been identified as students at risk, the activities have mostly been reactive in nature, i.e., focused on students who already have a substance abuse problem. Few schools stress primary prevention activities.

The term "primary prevention" means attempting to stop the problem of substance abuse before it has a chance to begin. This type of approach focuses on assisting students in developing healthy personality traits, personal/career goals, coping skills, and alternative leisure time activities. Primary prevention does not separate substance abuse from other potential problems that Indian students may face; instead it focuses on developing skills and attitudes that will be useful to students for coping with daily issues, dealing with stress, and finding a meaningful place in the community.

Underlying the primary prevention approach is the recognition that substance abuse is a community problem and that no one program can provide all of the services needed to deal with the problem; that is, schools cannot on their own meet all the needs related to potential substance abuse among Indian students. Therefore, the most effective role for a school program is likely to be:

(1) raising school, parental, and community awareness about the nature of the substance abuse problem that many Indian students face,

(2) sponsoring primary prevention activities, and

(3) networking with other substance abuse prevention activities undertaken by schools, community agencies, and community action groups. Indian students and parents should regularly be referred to these activities and encouraged to participate.

FACTORS TO BE ADDRESSED BY PRIMARY PREVENTION

The following chart lists factors which affect a student's decision as to using substances. The column on the right cites ways of eliminating or at least lessening a student's inclination toward using substances. Most of the activities referred to in the right-hand column are elaborated on elsewhere in this guide.

Factor	Primary Prevention Activities
Low Self-Esteem: All students struggle with their self images, especially during adolescence. How to look, act, and fit in are of critical importance to many students. Constant criticism and put-downs from home, school, or peer groups can cause tremendous damage.	Discussion groups, drama, "visualization" exercises, and adventure activities all provide students an opportunity to (1) explore the reasons for their own behaviors, as well as that of peers and family members and (2) develop new emotional, mental, social, and physical skills, which will help develop a better self image.
Lack Of Purpose: All people struggle with the question of who they are and why they are alive. This question can be particularly difficult for Indian students who have lost touch with their culture, families, friends, and traditional rites of passage. Many Indian students use drugs as a way of dealing with confusion and pain.	Surround students with adults who are good role models. Parents, counseling staff, teachers, and other community members can show by example that life can be enjoyed without drugs. Recruit adult volunteers to act as big brothers and big sisters. These volunteers can provide the much needed contact and guidance. Assist students to find some positive things to do (e.g., family responsibilities, sports, hobbies, volunteer work).
To feel grown up: Remember wanting so badly to be grown up?	Teach students that being grown up means taking responsibility; encourage parents and community leaders to include students in making decisions that affect them and to give students tasks and jobs that actually make a contribution to the family and/or community. Include as many students as possible in counseling

	activities (i.e., as peer tutors, peer counselors, office assistants, etc.)
Escape: The major type of escape is from emotional stress (e.g., from the break-up of a relationship, failure in some area, or normal adolescent fears).	Visualization activities provide students with an opportunity to see how success feels. Discussion and drama groups provide a release for feelings and new approaches to dealing with stress. Adventure or other physical activities teach students that stress can be released by meeting physical challenges rather than through drugs.
Relate to others better: This desire leads to pressure from everyone else doing it and the fear of saying no.	Discussion groups, drama activities, and adventure activities offer students opportunities to learn social skills and make friends in a substance-free environment.
For excitement: Many students are bored and have no activities they see as exciting, so they use drugs to fill this gap.	Show students that there are many ways to get kicks without drugs. Adventure and drama activities challenge students to try new and exciting tasks and to do so while having fun with their peers. Encourage students to become involved in school and community sports and other recreational activities.
Because older siblings do: Older siblings start younger siblings using drugs much more frequently than do peers. If a student has older brothers or sisters who have been involved in substance abuse, that student is at the top of of the high risk category.	Know the family histories of your students. After you have identified a high risk student, make it a priority to provide him with extra counseling support and encourage him to become involved in as many primary prevention activities as possible.
To be more creative: During the 60's and 70's a myth started about drugs being mind-expanding and that they would lead people to new heights of creativity.	Students need to be shown that creativity is innate, not drug induced, and can be brought out through activities (adventure, visualization, and other spiritual activities) which do not include the use of drugs.

Curiosity: Everyone is curious.	One of the major criticisms parents have about substance abuse education is that it leads to "curiosity" use. This may sometimes be true, but most students quit using dangerous substances when educated about them. Curiosity users will usually only use alcohol or marijuana once or twice. Substance abuse information should be given to students and parents at the same time.

PRIMARY PREVENTION ACTIVITIES

Primary prevention activities should be ongoing and a fixed part of the curriculum. They should not be seen as a one-shot session of providing information or a single semester of activities focused on substance abuse. These activities are divided into the following sections:

(1) Traditional Values and Beliefs: Spirituality;

(2) Alcohol, Drugs and Inhalants;

(3) Self-Esteem and Growth;

(4) Visualization; and

(5) Parent Activities.

Sections 1-3 are each divided into three parts: concept, presentation, and personalized activities. In these sections, the activities originally appeared, along with others, in the American Indian Institute's Using Indian Culture to Develop Alcohol and Drug Materials (Norman: University of Oklahoma, 1980).

To begin each activity, counselors should first discuss the "concept", i.e., the main idea of the exercise, with the students. Then the "presentation" section of the exercise should either be read aloud to the group, handed out to be read individually, or dramatized by older students to make it more interesting.

Once the "presentation" has been done, the counselor should take the students as a group through the "personalized activities." This group discussion is intended to generate some excellent exchanges of ideas, values, and opinions. By participating in these activities, students will have an opportunity to express their feelings. It is also hoped that by more closely examining their own values and problems, students can more readily and easily behave in ways consistent with those values.

1. TRADITIONAL VALUES AND BELIEFS: SPIRITUALITY

For many of us, living our lives in tune with our traditional tribal values and beliefs is very important. Too often we forget that these values and beliefs permeate every facet of our lives. We may not be aware of the many ways in which these values affected us as we grew up. However, we must understand that traditional values can point us toward a good way of life and can help us handle our problems.

Recognition of the spirituality of all life is central to many tribal values and belief systems; however, the specific nature of this spirituality can be defined and understood differently depending on the tribe or individual. This recognition of the spiritual nature of life is often referred to as "the Indian way," meaning a set of values that guides an Indian person as he proceeds through life.

The lessons presented in this section lean heavily towards the Indian way. For those of you who have an understanding about what the Indian way is, we hope that the lessons will teach you how to apply your beliefs in handling the problems of substance abuse. If you have little or no understanding of traditional spirituality and how it can be used to handle substance abuse problems, we hope that we inspire within you a need to learn more about the subject.

Understanding that each individual is unique involves accepting that each individual's beliefs, way of life, and spirituality are also unique. We all see and experience this world in a different way.

1(a). WHAT IS HAPPENING TO THE PERSONAL STRENGTH OF INDIAN PEOPLE?

Concept: Personal strength for Indian people is drawn from their elders.

Presentation: Fifty years ago, our elders received much respect. In some communities, changing times and outside influences have declined their stature to "dummy" status because supposedly they do not understand the present language and conditions. No one listens to them any more. Therefore, our history and tradition are losing their power on our young Indian people in defining their self-concept.

A good self-concept needs to be reinforced so that Indian people can deal with present stresses. Individual strengths derived from self-learning, knowing what your strengths and abilities are, and relying on and taking responsibility are strengths that our elders had 50 years ago.

Personalized Activities:

1. Can you list the types of strengths you have and who you learned them from?
2. Write a description of a person who has a good self-concept.
3. Now make a sketch/drawing of that person you just described in question #2. Can you tell a short story about the person you have just described (in words and pictures)?
4. Tell the group about an elder you look up to. What are some of the strengths of this elder.

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1(b). DEALING WITH STRESS

Concept: Indian people have many ways to deal with stress.

Presentation: When some Indian people have bad dreams or other stressful things happen to them, they burn sage, then dust themselves with feathers from the smoke. The smell of sage soothes their feelings; they pray and the smoke carries their prayers upward to the creator. The feathers carry away their stressful feelings. Water and cedar are also used.

Personalized Activities:

1. What is your definition of stress?
2. Do you feel you are under stress?
3. Discuss ways your tribe deals with stress.
4. Are the methods you use to deal with stress successful? What are some of these?
5. Discuss with someone how you feel after using these methods.

2. ALCOHOL, DRUGS AND INHALANTS

The topics in this section are very serious problems for Indian people of all ages in all areas of this country. Many people are currently working to try to help those individuals who have serious problems with alcohol, drugs, and inhalants. What many people fail to realize is that those who are trying to help solve the problem cannot be successful solely on their own efforts. We need to help ourselves as much as possible. We need to understand how much of an effect these problem areas have on our lives and on the lives of others.

The following presentations will give you an indication of how alcohol, drugs, and inhalants can affect the lives of people. The activities offer ways of understanding and dealing with the problems.

However, before introducing students to the presentations in this section, (1) find out what your students already know about substances, (2) present a substance abuse matrix, which contains information about symptoms, and effects of use for various drugs, and (3) lead a discussion about the information presented in the matrix. The information should be presented as factual information without scare tactics or bias as to which substances are more or less dangerous/addictive, legal/illegal, socially acceptable/unacceptable. Once this is completed, your students will have a frame of reference with which they will be better able to understand the effect that substance abuse has on the lives of Indian people.

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* 2(a). THESE COLD GREY WALLS *

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Concept: Many people who abuse or are addicted to some chemical substances often find themselves in jail.

Presentation: The judge's gavel made a sharp thud as he said "45 days." "When are you going to quit?" he added. "Don't you know paint eats your brain?" Those words echoed in my head as the jailer led me away. I felt so dumb. Why, why, why, I thought as I was booked. Robot-like, I got my tankard, towel, dish and spoon from the matron. I could hear the taunts and jeers from the men trustees as I rode the elevator to the women's cell. The cell door was jammed, so I waited and said, "What if there's a fire?" The jailer laughed and said, "You'd burn up." I felt anger and bitterness because I knew he was cold and indifferent. After I established my routine of eating and sleeping I tried to get some exercise by doing cheerleading routines. It all seemed so futile. I felt like crying, but I knew it wouldn't help. I absorbed myself into reading and daydreaming. When they brought in other prisoners, I tried to be friendly and sympathetic but I could never get too close. At night and after supper was the worst time. It is the time you wish you could watch T.V. or even just go for a walk without those cold grey walls. You busy yourself with graffiti and look mournfully out the window between the bars. The bars are always there, a constant reminder of your foolishness. You learn to look forward to sunsets, and even birds feeding on the lawn or soaring in the air give you a pang of envy. You talk to yourself in your mind, arguing with yourself, joking with yourself, and crying silently within. You try not to be melancholy, but when you eat beans everyday for that long a time you begin to lose your joyful attitude. If you can imagine it, you can throw out a handmade rope for goodies (if you can afford it). There are always curious passers-by who will pass notes or fetch you things for a fee. But for those like me who are poor, there was never so empty, so desperate a feeling, as when I stared at those cold grey walls or clung tightly to the bars. Once my cellmates and I flooded the toilet so we could enjoy a few minutes of freedom. I'll say this, you may know loneliness, but it is even worse when you are caged up. You sing every song you can remember, invent things, and try to keep your distance from the others. You are so happy when you recognize somebody. Here's someone to relate to. One thing you always try to keep is hope. Your real hope is your sobriety if you can only hang on to it.

Activities:

1. Try to describe the inside of a jail cell (using pictures and words) given the information from this story.

2. Why did the person in this story experience anger, bitterness, and loneliness? Can you relate to these words? What kind of pictures do you see in your mind as you think of these words. Describe one of these pictures and/or draw a picture; write a short story about it.

3. Do you think Indian people's reactions would be similar or different from other groups if they found themselves in jail? List those differences or similarities and discuss.

4. Do you think people with addictions should be locked up? Why or why not?

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2(b). CAUGHT BETWEEN TWO WORLDS

Concept: Cultural identity can be helpful in preventing alcohol and drug abuse.

Presentation: Unlike a lot of Indian children in our community, I was raised in a middle-sized town of about 30,000. But there were never any visitors in our home except Indians. The first time we had a non-Indian visitor in our home I was about 12 years old. He was from England and we were dumfounded by his speech! In fact, my girlfriend ran three blocks in order to catch a glimpse of him. During that time, I viewed my identity as being a misplaced Indian, since in my activities I lived as the white people did. But when I went to our tribal reservation for dances or ceremonies I was strictly Indian. Thus, in my adolescent years I was totally confused. I skipped school and learned to sniff glue. These were my escapes. My mother began abusing alcohol and I started abusing it with her and my aunts. They thought it was cute when I took a drink. Gradually, they all died from cirrhosis and I was left, still confused and hopelessly addicted. Only a spiritual awakening in a jail cell helped me to achieve sobriety, and only through my cultural activities am I able to retain my identity.

Personalized Activities:

1. Select an ethnic group and study customs and traditions of that culture.

2. Why is knowing your identity important in the prevention of substance abuse?

3. Name ways in which you can be proud of your identity.

* * *

3. SELF ESTEEM AND GROWTH

The following lessons and presentations can be used with students to help provide them with suggestions for handling a variety of problems they may face. When reading the lessons, have students think of how the ideas could be applied to some present situation they are facing as well as in future situations. Developing coping skills and learning ways of handling different situations is a very important and ongoing process for everyone.

3(a). CROW'S FEET

Concept: Embarrassing situations can be a source for individual growth.

Presentation: Al woke up at the customary 5:30 a.m. at St. Patrick's Mission in Anadarko, Oklahoma and set about doing his assigned cleanup detail. Al was in the fifth grade and roomed with about 60 other grade school children in one huge room. Life could be rough at St. Patrick's sometimes, but after being at an orphanage and a couple of foster homes, Al was used to the unpleasant and the unexpected. The head priest was a stern taskmaster and the Sisters could be pretty rough if you didn't toe the line.

Today was a special day for Al, he was going to get a new pair of shoes, plus it was Friday and there was no school for two days. He looked down at his loafers as he slipped his feet into them and saw how worn out they were. The soles were about to come off and the stitching around the body of the shoes had just about all come out. He had been wearing them like that for about two weeks and they virtually just flopped about his feet. The school was going to get him shoes because there was no one else to buy them for him.

When school was finally out, Sister Marice came over and asked Al if he was ready to go and pick up his shoes. Al was more than ready. It seemed to him that it had been years since he had something new.

Al thought they were going to go to town to pick up the shoes, so he was a little surprised when they walked over to a small building by the Sisters' quarters. When they entered the building, Al saw that it was a small warehouse with shelves full of shoe boxes. Sister Marice measured his foot size and reached up and took a shoe box down and handed it to Al and said, "Try these on." Eagerly Al ripped open the box to see his new shoes. He was stunned—they were nun's shoes—squat, black, and with a small, high heel. Al and the other boys called them "Crow's Feet." Al thought there had been a mistake, but the Sister told him there was no mistake. These were the shoes he would have to wear until there were funds from his mother or other resources to get him a different pair.

Al said he wasn't going to wear them; he would keep on wearing his old ones, but Sister Marice had taken his old ones and told him the Father said he wasn't going to wear them anymore.

Sister Marice said the priest's shoes weren't kept in stock so he had to wear nun's shoes.

When Al got back to the dorm he was embarrassed to be seen but he went in anyway. The teasing and ribbing he got wasn't too bad because all the boys there were just as poor and ragged as he was. Even some of the old timers had to wear the "Crow's Feet" once and some of the others knew also that their turn might come some day.

Al knew the real trouble would come on Monday from the town kids where he attended school during the day. Also there was a town girl he liked and he was ashamed to see her. He dreaded Monday.

Jake, a high school boy who was clubfooted must have sensed Al's dilemma because he came over and told Al, "I know it's embarrassing to wear nun's shoes, but shoes are a temporary thing. You can always change shoes, but when you're a cripple, you're that way for life. I would wear nun's shoes for the rest of my life if I could even walk straight, much less be able to run and jump. Remember that Monday when you go to school and you'll be all right. There will be some fights and embarrassment, but it's only one day in your life. They'll have forgotten it by Tuesday."

Al was ready for school Monday and as he walked to the classroom he knew there was going to be teasing and school yard fights but it was just one day in his life and he would survive. He knew he was better off than some people.

Personalized Activities:

1. Relate some embarrassing incidents you have encountered during your life? Share them with the group. What did you do about it?

2. What are some insights/lessons you received from this story? What insights do you now have concerning some of the past embarrassing moments in your life?

3. How would you have handled a situation similar to Al's? How do you handle embarrassment now? Can you develop good lessons from some of your embarrassing situations? Please write them.

4. Write a short story about an embarrassing incident in your life, stating how you handled the situation then and, now that you are older, how you would handle it? Does age make a difference in how we handle situations? If so, what do you think causes change?

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*   3(b). REFLECTION ON BEING A "NOTHING"   *

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Concept: Too often an Indian sees himself as being incapable of developing into anything other than a "nothing."

Presentation: Many Indians do not have any incentive to better themselves. They accept life as it is. They see life as something that is expected to be a carbon copy of their parents' and their grandparents' lives.

Indian children are not always given encouragement for self-improvement. If encouragement does come, it often comes too late. The children believe they cannot achieve mainly because they were never expected to achieve.

Personalized Activities:

1. How, if at all, does this presentation relate to you?
2. Make a list of things you have wanted to do but didn't try because you felt nobody would care.
3. What do you feel is the key to developing into "someone"?

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4. VISUALIZATION FOR PREVENTION

"Visualization," also referred to as movies of the mind, is a technique which counselors can teach their students. Using this technique, students can learn to relax their bodies and open their minds to new thoughts, skills, problemsolving methods, and ways to control their lives and obtain goals that they desire. No, it is not magic, but, if students can visualize themselves saying no to substance abuse, doing an activity they have never done before, doing their work in an organized fashion, or being respected by other students or family members, the chances are good that those students will attempt to make the visualization a reality by altering certain behavior and thinking patterns.

Visualization Activity

Objective: Using a relaxation technique, students will visualize themselves doing a desired behavior or achieving a specific goal.

Materials: Exercise mats or chairs for each student.

Directions: Instruct students to lie down on mats or sit in chairs and to make themselves comfortable. As soon as students have done so, the counselor should explain that he is going to ask them to tense individual muscles as hard as possible and then let the muscles relax. When told to relax, each student should let the muscle go limp and relax it as much as possible.

Now you are ready to begin. Remember that each command must be repeated three times.

Instruct the students to tense all the muscles in their right hand when you say "tense", repeating the command three times (TENSE - TENSE - TENSE). Then instruct students to relax all the muscles in their right hand. Repeat the following command three times: "Relax, let all the muscles in your right hand relax, relax all the muscles in your right hand." Now repeat the process with the left hand. Ask students to "tense," then "relax" the left hand. Now begin at the forehead and work down through the body. Ask students to "tense" all the muscles in the forehead. Then instruct them to "relax" all those muscles. Then proceed to the mouth; ask students to grit their teeth or smile as hard as possible when you say "tense". Then instruct them to relax all the muscles around their mouths and jaws. Instruct students to push their chins into their chest as hard as possible, when you say "tense". Then instruct them to relax the muscles in the neck. Now instruct students to shut their eyes very tightly when you say "tense". Then instruct them to "relax" all the muscles around the eyes. Students should now keep their eyes closed for the rest of the exercise. Instruct students to raise and then hold their shoulders toward their ears when you give the command to tense. Then give the command to relax all the muscles in the shoulders. Now instruct students to push the stomach toward the back of the chair (if sitting) or toward the floor (if lying down) when you say "tense". Then tell them to relax all the stomach muscles. Instruct students to tighten all the muscles in their buttocks. Then relax all the muscles. Now instruct students to tighten all the muscles in the right thigh. Finally, instruct students to place their feet flat on the floor and point their toes up toward the ceiling beginning with the right foot. Give the command to tense. Then relax and repeat the process on the left foot. Now tell students that you are going to count backwards starting with the number 10. Begin to count backwards speaking very slowly and following the script below:

> "Ten, feel the difference between being tense and being relaxed. Nine, enjoy feeling relaxed. Eight, you are feeling very relaxed. Seven, you are feeling even more relaxed. Six, more relaxed still. Five, just completely relax every inch of your body. Four, you feel even more relaxed. Three, enjoy feeling very, very relaxed. Two, you feel more relaxed than you have ever been before. One, you are there, completely relaxed. Let's just stay here for a while and enjoy feeling relaxed."

Allow students to stay in this relaxed state for a few minutes. The first time you do this relaxation technique you will stop here, and let students get a sense of what it feels like to be totally relaxed. Tell students that you are going to begin to count up from one using the following script:

> "One, the feelings and sensations are beginning to come back into your body. Two, three, four, five, you can begin to open your eyes, six, seven, eight, nine, you are feeling wide awake and rested, ten, you are back" (The counting should be done very slowly).

Instruct students to remain seated or just to sit up if they were lying down. This will give them some time to get all their body senses back before they attempt to stand up. Have students practice the relaxation exercise in their spare time for 20 minutes a day.

You have now taught your students a good relaxation technique which can assist them to deal with stress in a positive way. Once your students have learned this relaxation technique they are ready to add a "visualization" to their relaxation exercise.

Point out to students that "visualization" exercises can assist them in achieving their personal goals. The following list covers topics that can be used as the focus of the visualization.

(1) Self respect: Visualize yourself being respected and viewed as a valued member of the community.

(2) Saying no to substance abuse: Visualize yourself saying no to a friend who is offering you drugs.

(3) New experiences: Visualize yourself saying yes to something and being successful at a new activity.

(4) Better relationships: Visualize yourself getting along better with your parents or asking for a date with someone you were afraid to talk to.

(5) Better communication: Visualize yourself talking with your parents, teachers, friends, or employer, and being

able to communicate your feelings clearly, and also being understood and accepted by the other person.

(6) Research personal goals: Visualize yourself passing the final exam, graduating from high school/college, or getting that part or full time job you want.

After the student(s) and/or counselors have selected the topic which will be used for the visualization exercise, the counselor should follow the guidelines listed below.

(1) Students must be in a relaxed state before beginning the visualization.

(2) Present the topic clearly and in detail. The topic must consist of a goal that each individual student has selected for himself. Instruct students to concentrate on the topic; if their minds wander, gently bring them back to the visualization topic.

(3) Instruct students to become aware of feelings and body sensations and to open themselves up to experiencing both. They can also use other senses if it seems appropriate to touch or smell something that they see in their visualization.

(4) Tell students that they deserve the goal or object that they are visualizing and that they are worthy of the best in life.

(5) Instruct students to trust and believe that the visualization will become a reality and reassure them that if the visualization is something that they really want, it will only happen if they believe it will.

(6) Instruct students to become aware of the feelings connected with reaching their goals, their own feelings as well as feelings of approval and respect from parents, peers, and community members.

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5. PREVENTION ACTIVITIES FOR PARENTS

All Indian parents want to understand how to prevent their children from abusing substances. Counselors can provide these parents with accurate information about substance abuse.

(1) Counseling staff can make presentations at parent meetings using a substance abuse matrix chart as a basis for explaining to parents substances and their effects.

(2) Parents can support one another's efforts to curb substance use by developing guidelines for their homes.

Parents who agree to the guidelines might sign an agreement stating that:

(a) No student will be allowed to use alcohol or drugs while at our home.

(b) If a guest arrives under the influence of any substance, his parents will be called immediately to come and pick him up.

The agreement and guidelines would then give parents a list of homes where they know their children are going to be supervised and not pressured to become involved in using substances.

(3) Parents can also volunteer to run many of the activities we have described in this guide and other activities offered by the counseling project. There is no better way to get to know your students and their friends than by participating in their activities.

STEPS TO TAKE NOW

School staff and the Indian community should take the following steps immediately:

(1) Realize that there is a nationwide drug problem.

(2) Realize that there probably is a local drug problem.

(3) Realize that no family is beyond or above the possibility of a drug problem in its own home.

(4) Realize that most young people are more informed about drugs than are their parents and teachers.

(5) Learn as much as possible about drugs and their effects.

(6) Talk with your children/students, not to them, concerning drugs. Honest, open, two-way discussions about drugs can be a tremendous help to young people. Be sure to provide students with correct information.

(7) Realize that drug usage does not necessarily mean that a young person is emotionally disturbed; he is part of a national social problem.

(8) Become active in school and community action designed to combat drug involvement. Assist in the development of primary prevention activities in and out of school.

CHAPTER 6

CRISIS INTERVENTION

It is noteworthy that the Chinese character representing "crisis" is a combination of the characters for "danger" and "opportunity." When viewed in this context, one can say that a crisis presents the opportunity for positive change.

Many times school staff are at the forefront of detecting, reporting, and/or intervening in situations that may be critical to the health and emotional well being of Indian students. They are, in fact, often the first people to identify Indian students in crisis. For these reasons, school staff members need to know how to respond in a crisis situation. The more informed and prepared they are, the more likely they are to bring about a positive change.

A crisis typically involves two components:

(1) a significant interruption of appropriate or reasonable activities, and

(2) a significant risk to health, life or property.

Certainly, there is an element of subjective evaluation with respect to the degree of risk or danger inherent in a specific situation. Most of us will at one time or another be confronted with a situation that requires us to decide whether or not we are facing a crisis or, in fact, a circumstance of less importance. The information presented here is intended to make those determinations easier for you and to give you practical ways of dealing with crises when they do arise. The material focuses on crisis situations involving students who may be drug abusers or potential suicide candidates. This material will identify indicators of the potential problems as well as crisis intervention techniques.

DEALING WITH SUBSTANCE ABUSE CRISES

1. Send for help and apply first-aid as needed. Sometimes you must initiate immediate first aid. When this occurs, ask someone to get additional help (e.g., rescue squad, school nurse, etc.) while you are providing the first aid. Appropriate first aid may involve CPR, clearing an obstructed breathing passage, stopping bleeding, etc. Sometimes, it is necessary to keep the victim warm, to provide calm reassurance or even physical restraint to keep the victim from inflicting further damage to herself or others.

2. Ascertain the substance abused by the student. Often it is possible to determine what substance was abused by simply asking either the victim or someone else in the immediate vicinity. It is important to elicit this information as soon as possible since the victim may soon become unconscious or otherwise unable to communicate. If possible, when calling for emergency assistance, specify the substance which has been abused so that the persons helping can be better prepared to provide the appropriate treatment. Different substances require different treatments.

3. Provide structure and explicit direction. In some situations, this is imperative. For instance, a person "high" on hallucinogens (e.g., marijuana, LSD, PCP) can become paranoid—suspicious of others, anxious, feeling that others wish to harm her. In such a situation, paranoia can be dissipated if you appear clearly "in charge" of the situation, giving the person explicit directions such as "Sit down over here; you other kids (not 'high') go on home."

4. Non-directive, supportive intervention. This approach sharply deviates from the structuring, directive approach just described above. For example, under this approach you might say to the victim, "Let's be cool"..."It's going to be okay"..."These are your friends (classmates)."

   It is difficult to generalize as to when the directive vs. the non-directive approach is more effective. It simply depends on the situation and the student. You will have to make the judgment call when the situation arises.

5. Segregation and active listening. Often when there is no medical emergency, it is best to move the student to a quiet environment, and to provide a sense of support and security; this will help ensure that the student does not do anything dangerous. Abuse of some types of substances (e.g., alcohol, inhalants, hallucinogens, depressants) results in neither aggression nor paranoia, but rather in an inappropriate euphoria, giddiness, or silliness. Knowing the amount and type of substance abused is absolutely critical for understanding the action you need to take. (Remember that the student herself may not be a reliable source of this information.) For example, if a 140-pound student has recently "chugged" two or three beers, shows no sign of a medical problem, and is acting mildly drunk, your best approach is probably segregation and active listening; however, if the student has just "chugged" a pint (or more) or hard liquor, you may be facing a very serious medical emergency. Each year, a number of deaths occur from acute alcohol poisoning when

victims drink a pint or more of "hard liquor" over a short period of time.

It is important to realize that conversations with an intoxicated of "high" student may not be recalled by the student when she is no longer intoxicated; as a result, such communication is likely to have little effect in changing the student's subsequent behavior.

It is important that you be aware of the various substances which are used and abused in your community/school(s). Usually, students will tell you what drugs are circulating in the school as long as you don't ask them to identify names of users. Once you know what is used, knowing possible indicators of abuse of those substances will help you recognize potential problems.

You also need to be informed about your school's, as well as your community's, policies on substance abuse. Questions need to be asked, such as under what circumstances are you required to inform school (and local) authorities of student substance abuse? To whom should actual or suspected drug abuse be reported (principal, nurse, parents, police)?

Finally, you should know life saving practices such as Cardiopulmonary Resuscitation (CPR), the Heimlich Maneuver, etc.

SUICIDE INTERVENTION

- According to the National Center for Health Statistics, nearly 5,000 young people commit suicide each year. Recent research indicates that 500,000 other young people attempt to do so.
- Suicide among American Indian adolescents has, on many reservations, increased 200-300 percent in the last 20 years.
- In both Indian and non-Indian communities, suicide has become the second most frequent cause of death in the 10 to 20 year old age group.

Given these statistics, it is inevitable that some school staff members will find themselves faced with a student contemplating suicide or a student who has been affected by the suicide of a friend or relative. Therefore, it is important for school staff to know some specific steps they should take to intervene in a suicide related crisis.

MYTHS ABOUT SUICIDE

Many of the warning signs of suicide are often missed because of the inaccuracy of information that parents, school staff, and others believe. Below is a list of commonly held, yet erroneous, beliefs about suicide:*

(1) MYTH - People who talk about killing themselves rarely commit suicide.

FACT - Most people who commit suicide have given some verbal clue or warning of their intentions.

(2) MYTH - The suicidal person wants to die and feels that there is no turning back.

FACT - Suicidal people are usually ambivalent about dying and frequently will seek help immediately after attempting to harm themselves.

(3) MYTH - All suicidal people are deeply depressed.

FACT - Although depression is often closely associated with suicidal feelings, not all people who kill themselves are obviously depressed. In fact, some suicidal people appear to be happier than they have been in years because they have decided to "resolve" all of their problems by killing themselves.

(4) MYTH - There is no correlation between alcoholism and suicide.

FACT - Alcoholism and suicide often go hand in hand. Alcoholics are prone to suicidal behavior and even people who don't normally drink will often ingest alcohol shortly before killing themselves.

(5) MYTH - Suicidal people are mentally ill.

FACT - Although many suicidal people are depressed and distraught, most of them could not be diagnosed as mentally ill; perhaps only about 25% of them are actually psychotic.

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*Adapted from a compilation by Marv Miller, 1983.

(6) MYTH - Once someone attempts suicide, that person will always entertain thoughts of suicide.

FACT - Most people who are suicidal remain so only for a brief time in their lives. If the attempter receives the proper assistance and support, she will probably never be suicidal again. Only about 12% of the attempters later kill themselves.

(7) MYTH - If you ask someone about her suicidal intentions, you'll only be encouraging her to kill herself.

FACT - Actually the opposite is true. Asking someone directly about her suicidal intent will often lower the anxiety level and act as a deterrent to suicidal behavior by encouraging the ventilation of pent-up emotions through a frank discussion of problems.

(8) MYTH - When a depressed person improves, there is no longer any danger of suicide.

FACT - The greatest danger of suicide exists during the first three months after a person recovers from a deep depression. A "miraculous recovery" from one day to the next for no apparent reason may be a significant danger signal.

(9) MYTH - Suicide is a spontaneous activity that occurs without warning.

FACT - Most suicidal people plan their self-destruction in advance and then present clues indicating that they have become suicidal.

(10) MYTH - Because it includes the Christmas season, December has a high suicide rate.

FACT - There is no rash of suicides at Christmas. In fact, December has the lowest suicide rate of any month.

(11) MYTH - Suicide is a recent phenomenon.

FACT - Suicides occurred even in Biblical times (e.g., Judas, Samson, Saul, etc.).

(12) MYTH - Cold climates have the highest suicide rates.

FACT - Minnesota, Illinois, Nebraska, and North Dakota have low suicide rates while Arizona and Florida have two of the highest suicide rates in the nation.

INDICATORS OF SUICIDAL INTENTIONS

Obviously, the presence of one warning sign does not necessarily mean that a student is suicidal. However, the presence of one or more of the suicide warning signs should alert school staff that immediate intervention is advisable—at least to determine whether or not the student is, in fact, suicidal. The warning signs are:

(1) Preoccupation with death or expressing suicidal thoughts.

(2) Giving away prized possessions, or making other final arrangements.

(3) Changes in sleeping patterns—too little or too much.

(4) Sudden and extreme changes in eating habits; losing or gaining weight.

(5) Withdrawal from friends and family.

(6) Changes in school performance, lowered grades, cutting classes, dropping out of activities.

(7) Personality changes, such as nervousness, outbursts of anger, or apathy about appearance and health.

(8) Use of drugs and alcohol.

(9) Obvious concerns about a recent suicide of a friend or relative.

(10) Previous suicide attempts.

DEALING WITH SUICIDE RELATED CRISES

If a student has been identified as potentially suicidal, there are a number of ways in which school staff can intervene.

INDIRECT INTERVENTION

If you are approached by teachers, parents, or other concerned adults regarding a potentially suicidal student, you should suggest to the teacher or parent a course of action which will lead to an evaluation and/or treatment of the student. You should stress to the parent or teacher the urgency of taking action immediately and the imminent danger to the student should the parent choose not to take the action. You should also offer assistance in contacting the appropriate school personnel or counseling agency. When information is brought to the attention of staff by another student, the staff person should request school medical or counseling professionals to intervene, so they can assess the degree of immediate danger as well as the treatment needs of the student.

DIRECT INTERVENTION

School staff should intervene directly, in only three instances: (1) if you are the person whom the student has contacted, (2) if you are present during a crisis, or (3) if during your regular contact with the student you have perceived suicide warning signs or clues.

Once school staff is in a situation where direct intervention is necessary, it is important to be able to elicit information about four key elements of a student's plan to commit suicide. This information can be useful in assessing the intensity of a student's crisis.

(1) Method. Has the student specified a method of choice (pills, slashing the wrists, shooting, hanging, other)?

(2) Availability. Is the method of choice available to the student? Is access to the method easy or difficult? If the method is not readily available, could it be easily and quickly obtained?

(3) Specificity. How specific is the plan? If the method is concrete, detailed, and readily at hand, the risk of suicide is increased. But if the method is unclear, with no reference to detail or access, the likelihood of immediate danger is decreased.

(4) Lethalness. How lethal is the method? The most lethal method of suicide is shooting. The second most lethal is hanging. The least lethal is slashing one's wrist. Although many drugs are lethal, their use as a suicide method often allows time for rescue before the drug has been completely absorbed. Shooting or hanging obviously do not allow this leeway in time.

Knowledge of the components of a student's suicide plan will assist counseling staff in assessing the intensity of a student's crisis, enable staff to intervene effectively, and enable them to make appropriate treatment referrals for students.

Once you have determined the need to intervene, the following steps would be appropriate:

1. Focus on the Current Hazard and Crisis.

   - Take the initiative and ask for clarification. Example: "I'm really concerned about you. What do you mean it doesn't matter anymore?"

   - Offer easy topics to discuss. Example: "I wonder if you have found it hard to do things you usually do—like being with friends?"

   - Reflect and ask for ideas for the future. Example: "That sounds pretty depressing. I wonder what you think will happen if things continue like this?"

   - Ask directly about suicide. Example: "When you say you'll do something terrible, I imagine all kinds of things. Do you mean suicide?"

   - Offer help. Accept feelings and suicidal thoughts. Example: "I can listen—sometimes you feel better when you can talk to someone. I care about how you feel." Assess the lethalness of the suicidal intent as soon and as rapidly as possible. Example: "You said you feel that living isn't really worth it. Maybe you have a plan. If you wanted to end it all now, what would you do?"

2. Reduce Any Immediate Danger.

   - Using short, clear commands, direct the student to remove or destroy any means available for committing suicide. For example: "I want you to flush those pills down the toilet."

   - Have the student repeat, "I promise not to do anything to hurt myself intentionally or unintentionally until I talk to you first by phone or in person. A shrug or "m-m-hum" is not an acceptable expression of commitment.

3. Evaluate the Student's Need for Someone Present.

   - The student who indicates an inability to control suicide impulses, who discloses a specific and imminent plan to commit suicide, or who cannot promise not to hurt herself, may be saying, "I need someone to protect me from myself." If this is the case, the staff should make arrangements for someone to stay with the student until the school psychologist, nurse, principal, or parent can be contacted or a treatment referral can be made.

4. Use the Past to Help the Student Cope with the Present.

   - Help the student remember past means of support. Example: "You say nothing you do is important and no one can help you. Has anyone helped you before--friend, teacher, relative, minister, neighbor?" or "It seems as if you have had to rely on yourself. What do you do for yourself when you start feeling like this?"

5. Focus on Referral.

   - Offer suggestions for treatment; let the student know who you need to talk to in the school and that you also need to talk with her parents/teachers. Example: "I need to contact the school (psychologist, nurse, principal) and your parents so that we can all put our heads together to make sure that you get the help you need."

   - Reaffirm the message that the student can trust you. Example: "You know, I think you really need to see someone who is trained to deal with these matters. I have talked with other students who took the risk of seeing a therapist and they were glad they did. Moreover, they did start to feel better. That does not mean that you and I will not be spending time together. I just want to make sure that you do get to talk with someone else who can also help you feel better. I will still be here to talk with you any time."

6. Talking with Parents.

   - Establish a rapport with the parents and help them deal with the initial shock and disbelief as well as their subsequent feelings of confusion, guilt, blame, and hostility.

- Approach them by explaining that many students have problems coping and that it took a lot of courage for their child to ask for help.

- Stress the need for immediate action and the danger in choosing to do nothing.

- Have a list of referrals available. Make sure the list includes sliding scale fee providers and that the parents are aware that this referral is affordable. Offer to help make an appointment. Make the appointment as soon as possible.

EMERGENCY INTERVENTION

When a student's suicide attempt is in progress, the student's state of alertness and/or panic should give you a clue as to the manner in which you must ask questions to obtain the basic information you need. If the student is in the same room with you, your actions will be much more direct and immediately beneficial; however, if the student has called you by phone, your intervention techniques will have to be somewhat different.

Emergency intervention may be divided into four areas:

- Collecting information
- Applying first aid
- Providing clear instructions
- Follow-up

(1) Collecting Information

If the student is not with you, ask her to tell you exactly where she is, including street address, apartment number, and complete telephone number (including area code). Collecting this information immediately is essential, since the student may lose consciousness during the call. Obtain as much information as possible. If the student has ingested pills, firmly ask, "What kind of pills did you take?" or state "Read the label to me" or "Describe the pills." If the student is confused, ask for the information on the label. "When was the prescription filled?" "How many pills are still left in the bottle? Is it half empty?" "How many did you take today? When did you take them?" Also, always check to see if there has been an alcohol intake: "Have you been drinking? How much? When?" Any drug taken with alcohol is potentially lethal, so this must be checked out. Find out if the student is alone or if there is anyone nearby whom he can call to get immediate help (parent, neighbor, friend).

(2) Applying First Aid

First aid may be necessary at once. All school staff should prepare themselves for an emergency by taking a first aid course. We all hope we will never have to use it, but if an emergency arises you will be glad you are prepared for the situation.

(3) Providing Clear Instruction

You should give a student specific instructions on what to do and what she can expect to occur.

- If you are talking by phone to a conscious student, tell her to unlock the door and to leave it unlocked for emergency personnel to get in.
- Whether by phone or face-to-face, tell the student you are going to arrange for transportation to the hospital:
    - Then call the police or fire department rescue unit.
    - If you are not with the student, and someone else is, ask if that person can drive the student to the nearest hospital.
- If possible, keep the telephone line open. Have someone else call for the rescue unit. Talk to the student until help arrives. Tell the student what will happen. Be brief and clear: "The ambulance will arrive soon. You will have to lie down on the stretcher to be taken to the hospital. Once in the hospital the doctors and nurses will help you, but they will also have to ask you questions. Be sure to take with you any left over pills, or at least the empty bottle. I will call you at the hospital. Don't worry, you will be all right."

4. Follow-up

Good follow-up activities are important for developing the supportive relationship the student will need upon his return to school.

- If the student wants you to notify anyone, follow through with her request and then tell her you have done so.

- If possible, make at least one hospital or home visit to let the student know you are concerned and also that you are available to provide support when she returns to school.

CONCLUSION

We have tried to provide information in this guide which will help you help your Indian students become responsible, happy and successful in their pursuits.

Our wish is that you will never have to use crisis intervention techniques. We believe that trying to prevent crises should be the focus. We believe that by utilizing the holistic approach to counseling, you will prevent crises which otherwise seem unavoidable in the Indian world as it is now. We would like to help turn this around.

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Drug Enforcement Administration, Public Affairs Staff, 1405 I Street, NW, Washington, DC 20537. Has free booklet entitled *Team up for drug prevention with American's young athletes.*

Local groups of Alcoholics Anonymous, Al-Anon (for families of alcoholics), Narcotics Anonymous.

National Clearinghouse for Drug Abuse Information, Dept. PD, P.O. Box 1908, Rockville, MD 20850.

National Federation of Parents for Drug-Free Youth, 1820 Franwall Avenue, Suite 16, Silver Springs, MD 20902.

PANDAA (Parents' Association to Neutralize Drug and Alcohol Abuse, Inc.), P.O. Box 314, Annandale, VA 22003, (703) 750-9285.

Peoples Drug Stores, Inc., Professional Services Dept., 6315 Bren Mar Drive, Alexandria, VA 22312. Has several good pamphlets about substance abuse.

PRIDE (National Parents' Research Institute for Drug Education), Robert W. Woodruff Building, Suite 1216, 100 Edgewood Avenue, Atlanta, GA 30303, 1-800-241-9746.

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